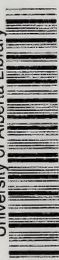


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Unit Three

Thematic

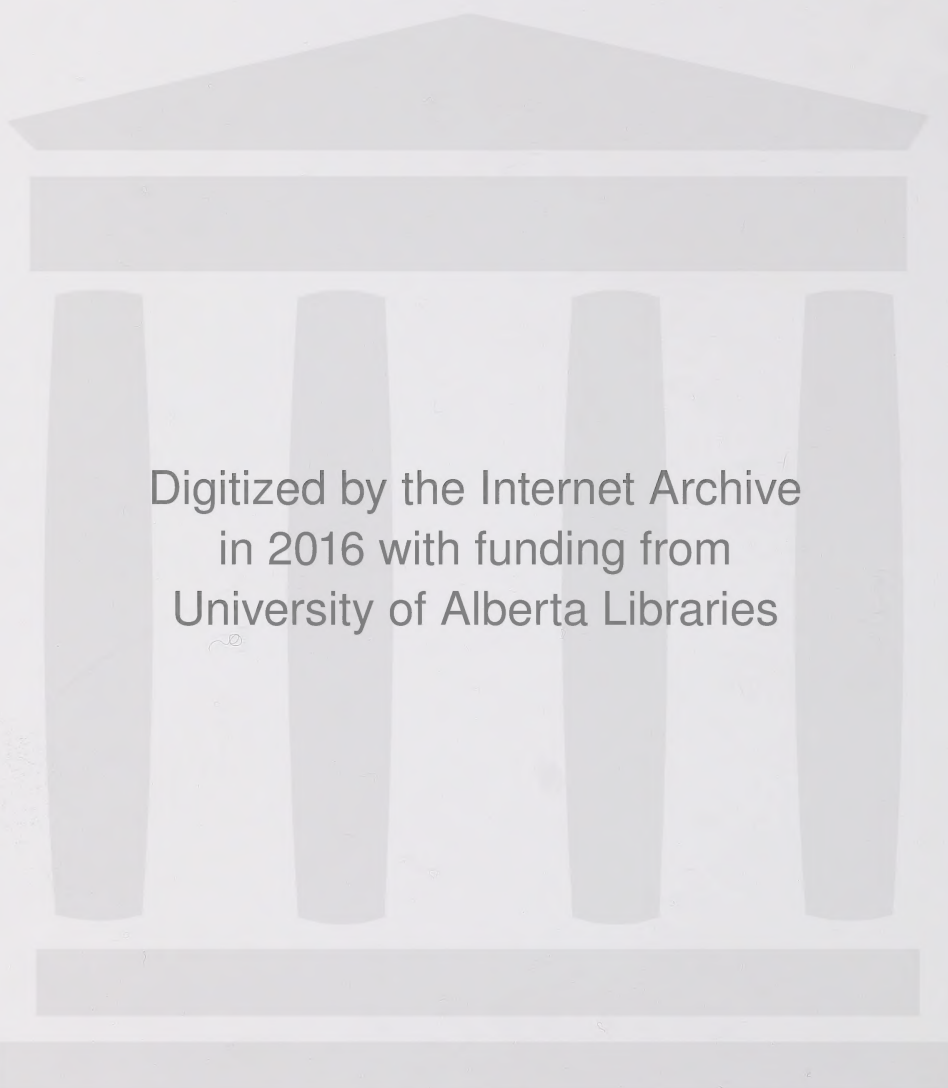
Module 3B:

Tales from Around the World



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Grade Three **Thematic**

Module 3B:
Tales from Around the World

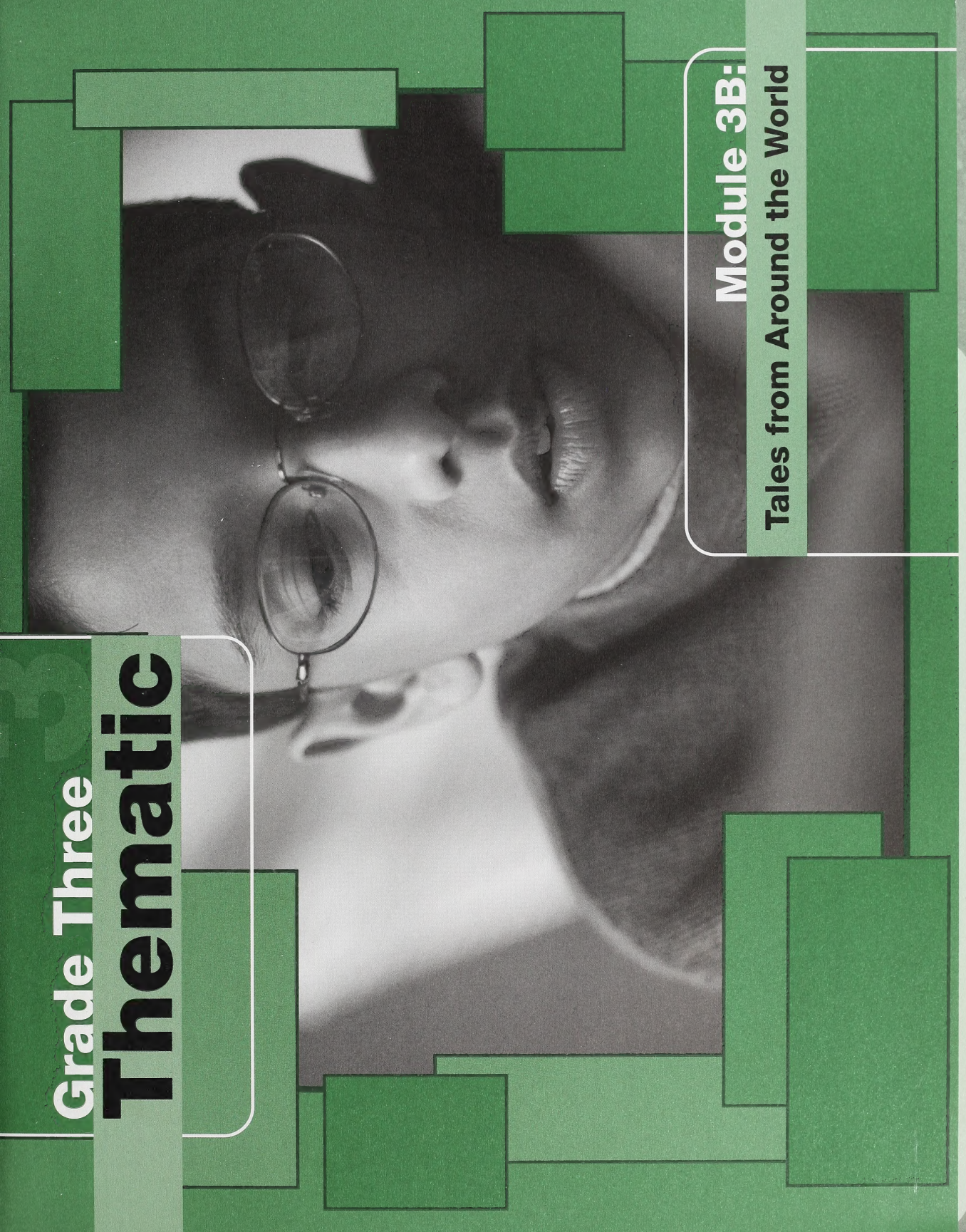


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Grade Three Thematic
Module 3B: Tales from Around the World
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2702-3

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module Overview

In this part of the module you will read more tales from around the world. You'll read a modern fairy tale, poems, rhymes, and a letter. You'll have a chance to write your own fairy tale and act in a play.

Did you enjoy building and testing structures in Module 3A? Get ready for more exciting projects! Over the next few days, you will learn more about materials, build bridges, and design tests.



What You Will Need

You will need the materials in your Course Container. Also collect the books and materials below and keep them in your work area. For Module 3B, you will need

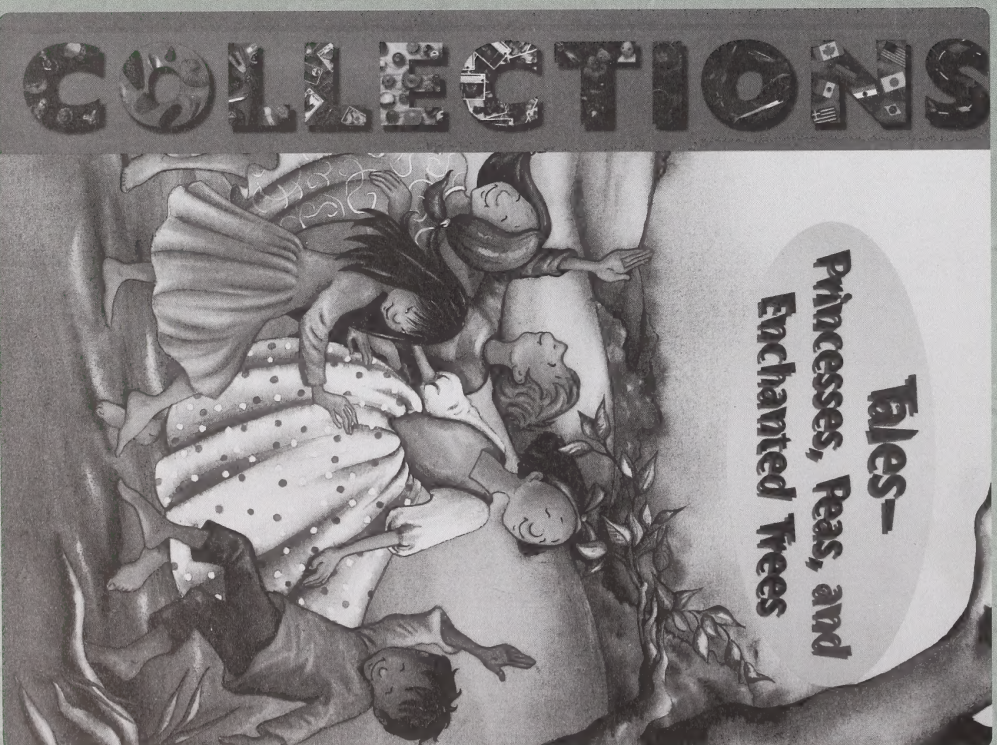
- Module 3B Student Module Booklet
- Module 3B Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas and globe
- *Grade Three Thematic Audio CD* and a CD player
- *Collections: Tales — Princesses, Peas, and Enchanted Trees*
- Art Folder
- materials for projects: wood, plastic, foam trays, straws, cardboard, plastic stir sticks, pipe cleaners, bamboo skewers, craft sticks, strawberry baskets, wire hangers, toothpicks, pennies, index cards
- materials to use as joiners: miniature marshmallows, modelling clay, jujube candy, glue, tape, puffed wheat cereal
- camera and film
- blank tape and tape recorder or blank CD and computer with recording capability
- computer encyclopedia program or encyclopedia



Day 10

“The Finding Princess”

You have learned that many fairy tales were written long ago and have been told and retold many times. Did you know that authors are still using their imaginations and making up brand new fairy tales? Are you ready to read a modern fairy tale?



Getting Started

Do you remember learning about nouns, verbs, and adjectives?

1. Choose the correct word to complete each sentence below.

verb adjective noun

A word that names a person, place, or thing is a _____.

An action word is called a _____.

A word that tells more about or describes a noun is called an _____.

Read the words below to your home instructor. The words are from today's story. Use what you have learned about syllables to help you break up the words that you don't know.

macaroni licorice lustrous

wandered cried breakfasted

tried craftsmen

Princess is a noun because it names a person.



If necessary, review the meaning of nouns, verbs, and adjectives. Spend some time identifying examples of each in simple sentences for extra practice.

The student will read each of the words aloud. Some of these words will probably be unfamiliar to your student. Encourage your student to break each unfamiliar word into syllables or word parts. Assist as necessary.

Choose the correct word from the following list to complete questions 2 and 3.

nouns verbs adjectives

2. The words macaroni, licorice, and craftsmen are _____.
3. The words breakfasted, cried, and wandered are _____.

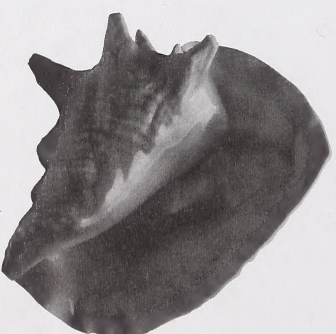
Do you know what the word *lustrous* means? Read the sentence below.

The princess found a lustrous seashell.

Circle the correct answer for question 4.

4. The word *lustrous* is an **noun** **verb** **adjective**.

Knowing that the word *lustrous* is a describing word can help you understand what it means. You know that it is telling you about a shell. What do you think *lustrous* means? Tell your home instructor.



a lustrous seashell

Take out your dictionary. The word *lustrous* comes from the root word or base word *lustre*. The word part -ous is added to *lustre* to form *lustrous*.

Find the word *lustrous* in your dictionary. You may need to look for the root word *lustre* instead.

5. *Lustrous* means _____.

The student will tell you what he or she thinks the word *lustrous* means.

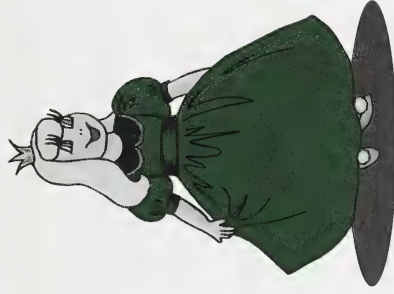
If necessary, remind your student that the word *lustrous* is used to describe or tell something about the shell.

The word *lustrous* may not appear in the dictionary. The student may have to find the root word *lustre* and write the meaning.

"The Finding Princess"



Take out *Tales—Princesses, Peas, and Enchanted Trees*.



Turn to the Contents page.

6. "The Finding Princess" is on page _____.

7. This tale is written by _____.

Turn to page 63 and read about the author.

8. One thing I learned about the author is _____.

Sue Ann Alderson made up this fairy tale by herself. It is not a retelling of an older tale.

Turn to page 58. Look at the pictures. Look at the faces of the princess and her family.

9. How do you think the princess feels?

As the student reads, provide support as necessary. If the student is capable, the story may be read silently. If the student finds the story too difficult to read silently, it may be read orally by the student, you may take turns reading orally, or you may read the story together.

The student should read each page and then stop to answer the questions. The student may need to scan the page and reread to answer the questions.

Read page 58 to find out why the princess is unhappy.

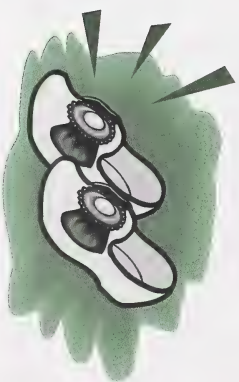
10. The princess wants _____

Read page 59 to find out if the princess was happy with the things that her family brought her.

Circle the correct answer for question 11.

11. The princess **was** **was not** happy with the gifts.

The adults could not make the princess happy, so she decided to find the things she wanted on her own.



dancing shoes

12. She prepared for her adventure by packing _____
_____ sandwiches, some _____,
_____ and _____.

The princess was looking for a cup of pearl, a silver ring, dancing shoes, and a bird that sings.

Read page 60.

13. What "cup of pearl" did the princess find? _____
14. What did she do with it? _____
15. What "silver ring" did she see? _____

Read page 61.

16. When the princess took off her hiking boots and danced barefoot, she felt



_____.

Read page 62.

17. What was the last thing that the princess found?

18. What did she promise?

Read page 63.

The princess found many wonderful things on her walk.

19. What did she discover about finding things?

20. Do you think the princess will be happier now?
Tell why or why not.



Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

- Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.
- Write each word carefully.



Go to Assignment Booklet 3B. Do Assignment 1: Spelling Pre-test.



Refer to the Home Instructor's Guide for spelling words and procedures.

Phonics

Did you notice that all of the words on your spelling pre-test contain the letter y?

You have learned that the letter y can make different sounds in words.

Y as a Consonant



yo-yo

Y with a Long I Sound



fly

Y with a Long E Sound



puppy

When y is at the beginning of a word, it is a consonant and makes the sound you hear at the beginning of yo-yo, yak, and yellow.

When y is the only vowel in a one-syllable word, it makes the sound you hear at the end of the word fly.

When y is the only vowel at the end of a word with more than one syllable, it makes the sound you hear at the end of puppy.



I noticed that the letter *y* can also be silent. In the words *away* and *say*, the *y* follows another vowel, so it has no sound.

21. Look at each spelling word below. Think about the sound that the *y* makes in each word. Write each word in the correct column.

yesterday try why pretty carry every

Y as a Consonant	Y with a Long E Sound	Y with a Long I Sound



Go to your Phonics book to do more work with the letter *y*. Follow the instructions and do pages 69 and 70. After your home instructor marks the answers, talk about any problems you had.

Ask the student to look carefully at the word *yesterday*. It has two *y*'s. The *y* at the beginning has the consonant sound. The *y* at the end of the word follows the rule for long vowels; the *a* is long, and the *y* is silent.

Discuss any problems that the student encounters in the phonics exercises.

Handwriting

Today you will learn how to join b to a and o.

The letters a and o sometimes follow b in words. It's tricky to join these letters to b.

Notice the way the letters are joined. You join b to a and o much the same way you joined w to a and o. The a and o are started from the final swing of the b. You change from an understroke to an overstroke.

ba bo

Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.



Take out your interlined notebook or interlined paper.

Write a row of each of the words below on your paper or in your notebook.

bat boy baby





Go to Assignment Booklet 3B. Do Assignment 2: Handwriting.



Go to Grade Three Mathematics.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Building Materials

You know that buildings and structures can be built from many different materials. Concrete, wood, metal, brick, and plastic are often used to build structures.



Take a walk around your neighbourhood. Look at the buildings and structures. Think about the materials that were used to make each building and structure that you see.



Students may not have observed every one of these materials.

22. Circle the materials you noticed on your walk.

wood metal concrete plastic glass brick

23. Tell where you observed each material.

wood _____

metal _____

concrete _____

plastic _____

glass _____

brick _____



Take out the pictures of structures that you cut out on Day 2 in Module 3A.

Look at each of the pictures of structures. Tell your home instructor what materials you think were used in each structure.

Look at the pictures with the student. The student will try to determine what materials were used to construct each structure.

Engineers, architects, and builders must choose materials that will suit the purpose of the structure or machine.



When designers make plans for a glider or ultralight plane, they look for materials that will be windproof and waterproof but very light.



When designers make plans for a bridge, they look for materials that will support heavy loads. Bridge materials must also stand up to different types of weather.



24. What do you know about the materials listed below? Draw a line to match each material to its description.

steel rods

- can be folded, rolled, and torn easily

cardboard

- very strong and heavy, hard to bend or cut

writing paper

- stiffer than paper, not waterproof

plastic wrap

- can be moulded into any shape, will dry and become hard

concrete

- light and flexible, waterproof

modelling clay

- stiff and strong, can be broken

craft sticks

- heavy and hard, looks like stone



The Finding Princess wants to go on another adventure, but it is raining. She wants you to design something that will keep the rain off her head and shoulders all day, but still let her walk around.

She found these materials and tools in the royal closet:

- modelling clay, cardboard, cloth, and a large sheet of plastic
- three long sticks
- glue, string, and tacks
- a pair of scissors



Which materials from the list above could you use to make a waterproof device for the princess? How would you use the materials? You will draw a diagram in the Assignment Booklet to show your teacher your ideas.



Go to Assignment Booklet 3B. Do Assignment 3: Diagram.

Remind the student that only the materials and tools on the list can be used to design the device. The student should do this activity independently.

If you have found any modern fairy tales, share them with your student today. Some good choices are *The Paper Bag Princess* by Robert Munsch, *The Gypsy Princess* by Phoebe Gilman, *The Paper Crane* by Molly Bang, or *The Carousel* by Liz Rosenberg.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Story Time

Enjoy a tale with your home instructor.

Looking Back

Today you read about a princess who discovered the fun and wonder in exploring the world. Have you ever discovered wonderful things on a walk? What snack would you take if you went on an adventure?

Journal Entry



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Day 11

New Tales

You have learned a lot about fairy tales. Are you ready to write a fairy tale of your own?

Which building materials are best for the job? You'll have a chance to think about that and to do a test to find out which materials are the strongest.



Getting Started

Read the riddle below. Can you guess the answer?

“Once upon a time . . .” begins my tale.
When I solve three puzzles, I do not fail.
“ . . . happily ever after” so ends my story.
The good ones win, and the bad ones are sorry.

What type of story am I?

1. The answer to the riddle is _____.

How do you know a story is a fairy tale? Tell your home instructor about the characteristics that most fairy tales have in common.



Take out *Tales—Princesses, Peas, and Enchanted Trees*.



Turn to the Contents page. Find the report “Characters and Ideas Used in Fairy Tales.”

A grade three student named Morgan wrote the report.

After your student has told you all the characteristics that he or she recalls, check the chart that was begun on Day 2. Read through the characteristics noted on the chart.

Read the report.

2. Do you agree with Morgan? Tell why or why not.

A New Tale

On Day 10 you read a fairy tale written by Sue Ann Alderson. On page 33 of *Tales—Princesses, Peas, and Enchanted Trees*, you will find a fairy tale written by a student.

Read “The Princess and the Frog” by Kelsi Newlove.

3. Tell why you like or don’t like the fairy tale that Kelsi wrote.



4. Put a check mark beside the fairy-tale characteristics that appear in Kelsi's fairy tale.

- ☐ good and evil characters
- ☐ starts with "Once upon a time" or "A long time ago"
- ☐ ends with "... happily ever after"
- ☐ has royal characters
- ☐ involves the supernatural
- ☐ events happen in threes

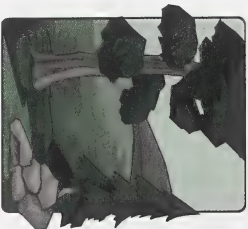


Are you ready to try writing your own fairy tale? Remember to include some of the fairy-tale characteristics that you have learned about. The first step is to plan your story. Use the boxes on the next four pages to plan the important parts of your fairy tale.



Where and when will your story take place? Will it take place “once upon a time” or in modern time? Will the story happen in a forest, a castle, a cottage, or another place? Write your ideas.

Setting

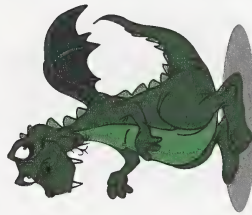


Will you have good and evil characters? Who will they be? Will there be imaginary creatures, like dragons, imps, fairies, or elves? Write down your characters' names.

Think of one or two adjectives or characteristics to describe each character.

Write the words beside the characters' names.

Characters



If necessary, ask the student to think about the plots of some of the fairy tales that were read over the last two weeks. What happened to the characters in each case?

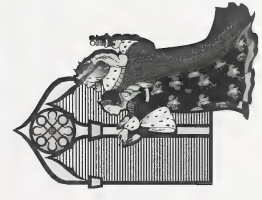
Will the main character have to solve riddles, go on an adventure, complete tasks, or overcome an evil character? Do the events happen in threes? Will other characters help him or her? Write your ideas.

Plot



How does the character solve the problem or riddle, complete the task, or outsmart the evil character? Is the supernatural used to solve the problem or does the character use his or her skills? Is the character rewarded with a gift for kindness or hard work? Will the characters “live happily ever after”? Write your ideas.

Solution



If your student is proficient on the computer, he or she may write the story using a word-processing program.

If the student does not remember what paragraphs are, look back at some of the stories in *Tales—Princesses, Peas, and Enchanted Trees*. Have the student identify where paragraphs begin and end. Ask the student to read the first paragraph of the story to see how the author introduces the setting and characters. Ask the student to read the last paragraphs of the story to see how the author concludes the story.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise. See the Home Instructor's Guide for suggested thematic words.



When you have finished planning your story, take out some lined paper.

Write your story on the lined paper. The first paragraph should tell about the setting and introduce the characters. The middle paragraph or paragraphs should tell about the main events in the story. The last paragraph should include the ending or conclusion of the story.



When you are finished writing your tale, put it in your Writing Folder. You will edit it on Day 13.

Spelling

Find Assignment 1: Spelling Pre-test from Day 10. On the lines below and on the next page, write the words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.





Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Write all the spelling words from the Day 10 spelling pre-test in your dictionary. The words are

yesterday try why pretty carry every

Put each word on the page with its beginning letter. Add your challenge words to the writing dictionary too.

Phonics

Read the words below to your home instructor.

chain this why shake

What do you notice about the beginning sound in each of these words?

Be sure the student spells each word correctly.

Y y
yesterday

Listen as the student reads the words.

The student should realize that two consonants are making only one sound in each word.

consonant digraph: two consonants that together represent one sound
Ch is a consonant digraph in the word chest.

Sometimes consonants go together to make one sound. The letters ch, th, and sh go together to make the sounds that you hear at the beginning of the words you just read.

When two consonants go together to make one sound, they are called a **consonant digraph**.



chain

5. Think of some other words you know that begin with each consonant digraph below. Write at least two more words that begin with each consonant digraph.

ch _____

th _____

wh _____

sh _____

Consonant digraphs can appear anywhere in a word. Look at the following examples:

much teacher father tooth wish cushion

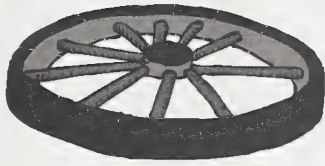
The letters kn, wr, ck, and wh are also consonant digraphs.

The student should realize that two consonants are making only one sound in each word.

6. Read the words below. Circle the consonant digraph in each word.



write



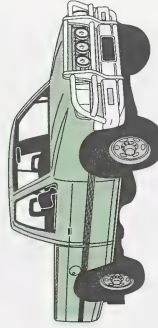
wheel



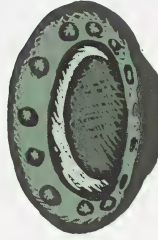
chocolates



knee



truck



dish

The student will read the words on page 71 aloud to you. Be sure the student is recognizing the consonant digraphs and knows the sound that each makes.



Go to your Phonics book to practise consonant digraphs. Follow the instructions and do page 71. Read each of the words to your home instructor. Do page 72 too.

Handwriting

You'll learn how to join b to letters that begin with an underswing.

The letters e, i, r, u, l, and b begin with an underswing stroke. These letters must be changed a bit when you join them to a b.

Notice the way the letters are joined. Each of the letters starts from the final underswing of the b.

be bi bl

bu bl bb

Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.



Take out your interlined notebook or interlined paper.

Write each of the words below two times on your paper or in your notebook.

bubbles bear bush

brown black bill

Check the student's work.
Comment on the formation, size,
spacing, and slant of the letters.



Go to Grade Three Mathematics.



Your home instructor will tell you about
today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently
for the next 15 minutes. When you are done,
discuss what you read with your home instructor.

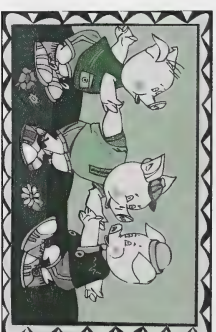


Your student will summarize the story of "The Three Little Pigs." If your student is not familiar with the story, tell or read the story to the student.

Choosing Materials

Do you remember the story of "The Three Little Pigs"? Tell your home instructor what happened in the story.

The three pigs chose different materials to build their houses. One pig chose straw, one pig chose sticks, and one pig chose bricks. The big bad wolf came along and began blowing the houses down.



7. The pigs found out that the strongest building material was

straw sticks bricks



When engineers and designers build a structure or device, they must make sure that the material is suitable for the **purpose**. If a house must withstand earthquakes and hurricanes, a lot of large glass windows would not be a good choice because glass shatters easily. If a bridge must hold heavy loads, a foam deck would not be a good choice because it will break easily.

purpose: the reason for doing, using, or making something

8. Name two materials the three pigs could use to build new wolf-proof houses.
-

Look at the list of materials below. Gather as many of the materials below as you can find in your home.

- | | |
|---|---|
| <input type="checkbox"/> plastic drinking straw | <input type="checkbox"/> foam tray |
| <input type="checkbox"/> paper towel | <input type="checkbox"/> pipe cleaner |
| <input type="checkbox"/> plastic bag | <input type="checkbox"/> table knife |
| <input type="checkbox"/> plastic stir stick | <input type="checkbox"/> modelling clay |
| <input type="checkbox"/> wooden broom handle | <input type="checkbox"/> stone |
| <input type="checkbox"/> straw/berry basket | <input type="checkbox"/> paper tube or roll |
| <input type="checkbox"/> bamboo skewer | <input type="checkbox"/> craft stick |
| <input type="checkbox"/> metal nail | <input type="checkbox"/> writing paper |
| <input type="checkbox"/> tin can | <input type="checkbox"/> wire hanger |

Which materials are easy to break, bend, or tear? Which materials are difficult to break or bend?

9. Make a prediction. Put a check mark (✓) in front of each of the materials on the list that you think **will** break, tear, or bend easily.
10. Put an X in front of each item on the list that you think **will not** break, bend, or tear easily.

You may wish to substitute some items for other things that you have on hand. The student will test the materials to see which are easy to bend or break.

Discuss safety precautions before allowing the student to test the materials. The student should wear gloves and safety glasses and try to bend the items away from his or her body. Monitor the student as each material is tested. Do not allow the student to hit the item or bend it against a table edge or other furniture.

Discuss how closely the student's predictions matched the actual chart.

Some materials change easily. They can be bent, folded, or torn with very little force. Other materials are difficult to change. They can be changed only with a great deal of force, special tools, or by applying heat.

Test each of the items on the list by trying to break, bend, or tear it. Use only your hands. No tools are allowed!

11. Test each item. Write the name of each item in the correct column.

[illegible]

Look back at your predictions. Were you correct?

Understanding the characteristics of materials can help you choose the right material for the job. In your Assignment Booklet, you will think about the best materials for some structures.



Go to Assignment Booklet 3B. Do Assignment 4: Choose the Right Material.

Story Time

Enjoy a tale with your home instructor.



The story *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas would be a great choice for today's Story Time. The three wolves use some very strong materials to keep out the big, bad pig. Another good choice would be *The Three Little Javelinas* by Susan Lowell.

Looking Back

Are you pleased with the fairy tale that you wrote earlier today? Do you enjoy writing stories? What kind of stories do you like to write?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

consonant digraph: two consonants that together represent one sound
Ch is a consonant digraph in the word chest.

purpose: the reason for doing, using, or making something

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Can you think of some tales with three animals as the main characters? Today you will chant a rhyme about three forest animals that are visited by a little girl. You will also meet three farm animals and the evil character that lives under a bridge.

Have you ever wondered how bridges are built? You will learn more about bridges today when you go on a field trip.

Getting Started

Have you guessed the titles of today's stories? Tell your home instructor your guesses.

1. Can you think of another story with three animal characters?
-

When you studied fables, you read several stories where animals were the main characters. Both of the stories you will read today are tales about animals.

In the fables you read, the animals had human characteristics. The animals in today's stories also act like humans.



Your student will try to guess the titles of today's stories. The student can check his or her predictions by checking the titles of today's activities.

If your student is not familiar with the story, read a version that you have found or tell the story to the student.

Discuss the term *brackets* with your student. Show him or her the brackets in the chant. Explain that the brackets here are used to show the actions that go with a chant. The student may have noticed brackets in other places.

chant: a phrase or group of words spoken over and over to a steady beat

brackets: punctuation marks, such as (), [], or { }, used around words or numbers to separate them from other text

The student will read the chant silently first.

Explain that “Snap!” indicates that the student should snap the thumb and index finger.

“The Three Bears”

Did you guess that today’s story is “Goldilocks and the Three Bears”? Tell your home instructor the story of the three bears. Remember to tell about the main characters, the setting, and all the main events.

You will read a **chant** based on the story of “Goldilocks and the Three Bears.”

Read the chant all the way through silently. You will notice some words are written inside **brackets**. These words are the actions that go with the chant.

The Three Bears

Once upon a time there were three bears. (*Clap once for each number.*)
One, two, three.

Papa Bear, Mama Bear, and Baby Bear makes three. One, two, three.
Mama Bear cooked porridge. Yum! Yum! Yum!

The porridge was too hot, so a-walking they all went. One, two, three.

Along came Goldilocks with her golden hair.
On the door she knocked. One, two, three.

No one came, so she walked right in. One, two, three.

Home came Papa Bear, Mama Bear, and Baby Bear make three.
Snap! Snap! Snap!



(Use a low, grumpy voice.)

"Someone's been eating my porridge," said Papa Bear. One, two, three.

(Use a medium, annoyed voice.)

"Someone's been eating my porridge," said Mama Bear. One, two, three.

(Use a high, baby voice.)

"Someone's been eating my porridge and has eaten it all up!" said Baby Bear.

Home came Papa Bear, Mama Bear, and Baby Bear makes three.
Snap! Snap! Snap!

(Use a low, grumpy voice.)

"Someone's been sitting in my chair," said Papa Bear. One, two, three.

(Use a medium, annoyed voice.)

"Someone's been sitting in my chair," said Mama Bear. One, two, three.

(Use a high, very angry voice.)

"Someone's been sitting in my chair and has broken it!" said Baby Bear.

Home came Papa Bear, Mama Bear, and Baby Bear makes three.

Snap! Snap! Snap!

(Use a low, very grumpy voice.)

"Someone's been sleeping in my bed," said Papa Bear. One, two, three.

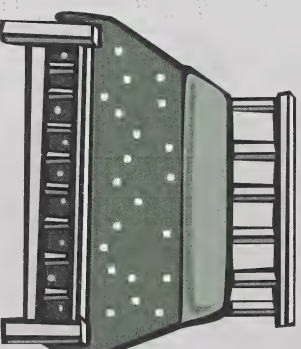
(Use a medium, very annoyed voice.)

"Someone's been sleeping in my bed," said Mama Bear. One, two, three.

(Use a high, baby voice.)

"Someone's been sleeping in my bed and here she is now!" screamed Baby Bear.

(Scream)



Up jumped Goldilocks. One, two, three.

Out of there she ran as fast as she could.

One, two, three.

(Use a deep voice.)

"Bye," yelled Papa Bear.

(Use a medium voice.)

"Bye," shouted Mama Bear

(Use a high, baby voice.)

"Bye, bye," sang Baby Bear.

And that ends the story of the three bears, Papa Bear, Mama Bear, and Baby Bear makes three. One, two, three.

Now go back and read the chant aloud with your home instructor. Chant the words. Try to say the words with rhythm and beat. Do the actions in the brackets, but don't say the words in brackets aloud.

Try the chant one more time on your own. Can you do all the actions?

Was it fun to tell a tale with rhythm? Think about the tale and answer the questions. Circle the correct answer for each question.

2. The chant "The Three Bears" starts with the words

Once upon a time Happily ever after Three little bears

3. How many bears are in the story?

thirty thirteen three

4. Setting means

where the story takes place main character cruel character

5. The setting of "The Three Bears" is

the jungle the city the woods

6. Who walked into the bears' house?

Goldilocks Golden Slippers Golden Owl

Read the chant with your student.
Model how to chant to a beat.
You may find clapping or snapping
your fingers as you read helpful for
keeping the beat. Have fun with it!

7. The bears didn't answer the door because

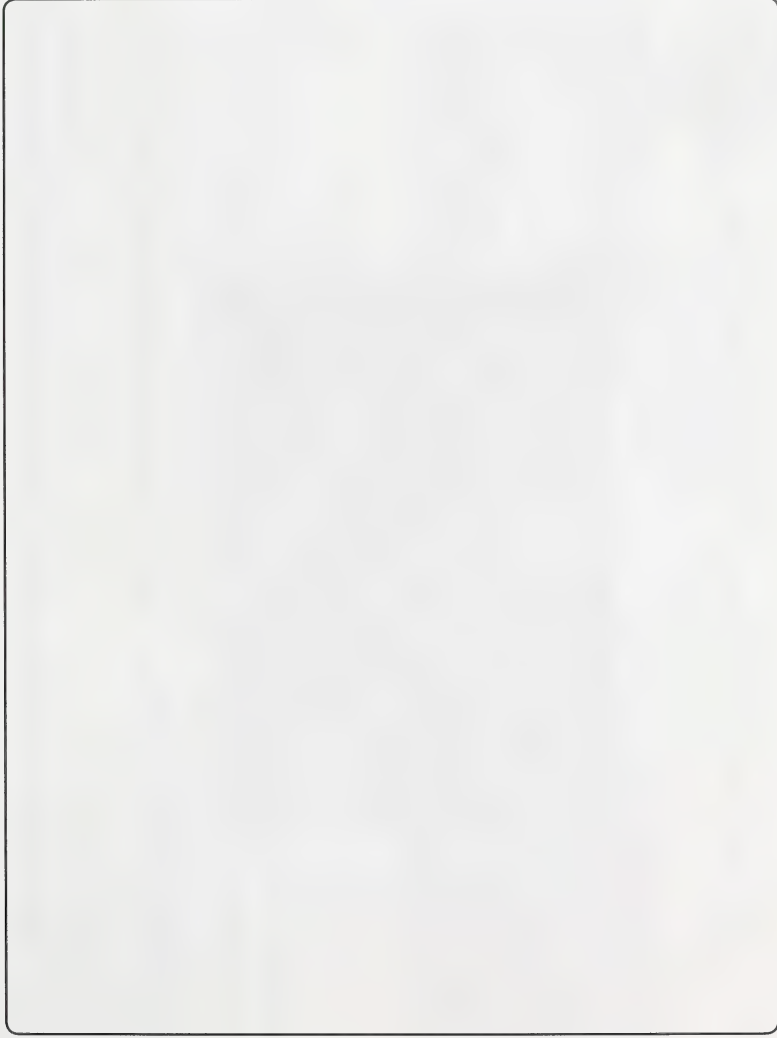
they went for a walk they were eating they were hungry

8. How would Mama and Papa Bear know that someone had slept in their beds?

9. Why did Baby Bear scream?



10. Draw a picture of the little girl by the bears' house. Write two adjectives to describe Goldilocks.



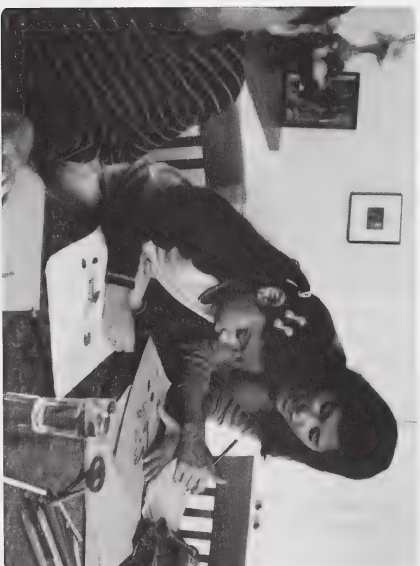
Good work! You have rhythm! You have rhyme! You can chant anytime!
Yeah! Yeah! Yeah!

The Three Bears Make a Poster

The three bears decided to make a poster to warn other animals about Goldilocks. They wanted to make it funny.

Help the three bears design and draw a poster to warn everyone about Goldilocks.

What do you remember about drawing a poster? Tell your home instructor.



Take out pencil crayons or markers and a sheet of poster paper.

If necessary, remind the student that the lettering should be large and clear and that the poster should have some pictures and be colourful.

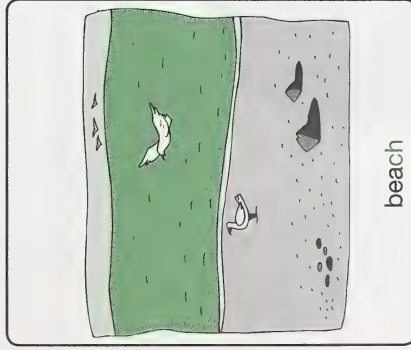
Include the following on your poster:

- a picture of Goldilocks
- a warning in large, clear letters (Make it funny.)
- bright colours

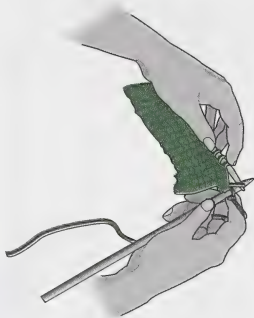
Phonics

Consonant digraphs are tricky.

Sometimes the two consonants combine to make a totally different sound than the letters normally make.



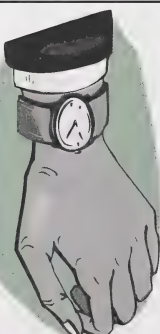
Sometimes the two consonants combine to make the sound of only one of the letters. One consonant is silent.



knit



sign



wrist

Sometimes the two consonants combine to make a sound that another letter usually makes.



phone



cough

Tell your home instructor what sound the letters *ph* have in the word *phone*.

Tell your home instructor what sound the letters *gh* have in the word *cough*.

Your home instructor will write some other words that contain *ph* and *gh* digraphs. Read each word to your home instructor.



Go to your Phonics book to practise consonant digraphs. Do pages 73 and 74. Read the words on page 74 to your home instructor.

Your student will tell you what sound *ph* makes in *phone*.

Your student will tell you what sound *gh* makes in *cough*.

Write the words *telegraph*, *photograph*, *tough*, *laugh*, and *rough* on the chalkboard or whiteboard. Ask your student to read the words. If necessary, remind the student that these two digraphs have the sound normally made by the letter *f*.

Your student will read the word lists on page 74 to you.

Handwriting

In today's lesson you will again practise joining o to letters that begin with an overswing.

The letters a, c, d, g, m, n, o, q, v, x, y, and z begin with an overswing stroke.

Notice the way the o is joined to each letter.

oa oc od

og om on

oo og ov

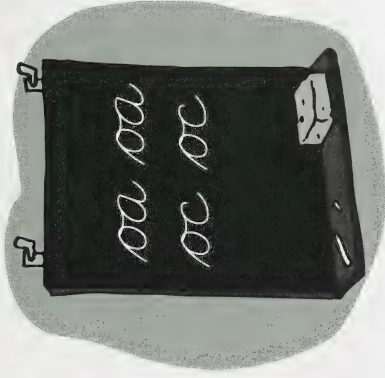
ox oy oz

Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.

Practise the letter combinations on the chalkboard or whiteboard. Write each combination at least two times.



Take out your interlined notebook or interlined paper.



Write each of the words below at least two times on your paper or in your notebook.

boat hood frog



Go to Grade Three Mathematics.

Check the student's work.
Comment on the formation, size, spacing, and slant of the letters.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

“The Three Billy Goats Gruff”

Did you guess that today’s second tale with three animals is “The Three Billy Goats Gruff”?

Have you heard the story before? Your home instructor will read it to you.

11. Which characters do you like better, the three billy goats Gruff or the three bears? Tell why.



Read any version of “The Three Billy Goats Gruff.” If you could not find a version, tell the story.

12. Where did the troll live? _____

Have you ever thought about how bridges are made? You are going to learn more about bridges over the next few days.

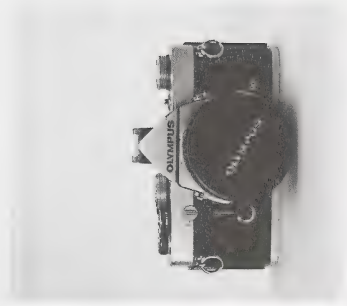
Be a Photographer

Today you will have a chance to take photographs of some bridges and other interesting structures in your area. Before you leave on your field trip, you need to understand how to use your camera to take good photographs.

Your home instructor will show you the important parts of the camera that you will use and explain how to take photos using it.

When you take photographs of structures or bridges, there are a few things you need to remember:

- Hold the camera so that your fingers are not over the lens or the viewfinder of the camera.
- Frame the picture so that the objects you want in the picture are in the viewfinder. Be careful not to cut off the top or bottom of the thing you are photographing.
- Stand far enough away from the bridge or building so that you can see all or most of it.
- Stay away from objects that will block your view of the structure you are taking a picture of. For example, when you are taking a picture of a bridge, don't stand behind your car or a tree when you take the picture.
- Photographs turn out best if the sun is behind you. Taking pictures directly into the sun can cause a glare on your film.



Show your student the main parts of the camera. See the Home Instructor's Guide for more information.

Bridges and Structures Field Trip

It's time to get ready for your field trip. Your job is to photograph at least two or three different bridges in your area. Look carefully at the bridges you photograph. Notice how the bridge is held up over the river, railway, or roadway.

Look for other structures that you think are interesting. There may be buildings with interesting columns or pillars, interesting shapes, or beautiful decorations. Your community may also have fountains, statues, or arches that you like.

Are you ready to go? Don't forget your camera, and watch out for trolls!

Story Time

Enjoy a story with your home instructor. Have you thought of any more tales that have "three of a kind"?



Looking Back

How did your field trip turn out? Did you find some bridges? What did you notice about the bridges? What else did you photograph?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

brackets: punctuation marks, such as (), [], or { }, used around words or numbers to separate them from other text

chant: a phrase or group of words spoken over and over to a steady beat

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You will reread the chant about the three bears, write a letter, and edit your story today.

Get ready to learn more about bridges too.



The student will tell you what she or he recalls about the format of a letter.

Getting Started

Did you learn how to write a letter in grade two? Have you ever written a letter to a friend or relative? Tell your home instructor what you know about writing letters.

“The Three Bears”

Turn back to “The Three Bears” chant on Day 12. Read the chant aloud and do the actions.

Do the chant for your family, friends, or classmates sometime today.



A Friendly Letter

There are two main types of letters. A friendly letter is a letter that is written to a friend or someone you know well. In a friendly letter, the writer may share personal information and family news. A business letter is a letter that is written to do some type of business. You will learn more about business letters when you get older.

Water Well Road
Small Town, Alberta
A2B 4C6
January 19, 2006

Letters are written in a special way. Letters begin with a **heading**. In the heading, the writer includes his or her address. The date is also written in the heading. Notice how **commas** are placed between the name of the town and province. There is also a comma between the day of the month and the year.

heading: the writer's address and the date at the top of a letter

comma: a punctuation mark (,) usually used where a pause would be made when saying a sentence

A comma is also used to separate the day of the month from the year when writing the date, between the town or city and the province when writing an address, and after the greeting and closing of a letter.

If your student is not familiar with the comma, explain that a comma tells the reader to pause.

greeting: the part of a letter that addresses the person being written to

body: the part of a letter that contains the message

The next part of a letter is the **greeting**. Greetings usually begin with the word Dear, followed by the name of the person you are writing to. The greeting in a friendly letter ends with a comma.

Water Well Road
Small Town, Alberta
A2B 4C6
January 19, 2006

Dear Mother Holle,

I miss you and your home in the clouds. I had fun shaking the feather pillows and making it snow. My sister and the rooster were surprised when I was showered with gold coins.

Thank you for your kindness.

Water Well Road
Small Town, Alberta
A2B 4C6
January 19, 2006

Dear Mother Holle,

The **body** of the letter contains the message or what you want to tell the reader.

A letter ends with a **closing** and a **signature**. Letters often close with words such as *Your friend* or *Yours sincerely*, followed by a comma. The writer of the letter signs his or her name at the end of the letter. This is called the signature.

Water Well Road
Small Town, Alberta
A2B 4C6
January 19, 2006

Dear Mother Holle,

I miss you and your home in the clouds. I had fun shaking the feather pillows and making it snow. My sister and the rooster were surprised when I was showered with gold coins.

Thank you for your kindness.

Your friend,

The Kind Daughter

closing: the ending of a letter followed by a comma

signature: the writer's name written in his or her usual style

1. A friendly letter begins with a _____.
2. A _____ comes next.
3. The body of the letter contains the _____.
4. A letter ends with a _____ and a _____.

Letter to the Three Bears

Think back to the story “Goldilocks and the Three Bears.” Goldilocks caused a lot of problems for the three bears.

She wants to write a letter to tell the three bears she is sorry and to invite them to her house for muffins and milk.

Pretend you are Goldilocks. In your Assignment Booklet, write a letter to the three bears. Include your address and today’s date in the heading, a greeting, a message, and a closing. Since you are pretending to be Goldilocks, the letter is signed with her name.



Go to Assignment Booklet 3B. Do Assignment 5:
A Letter to the Three Bears.

Editing

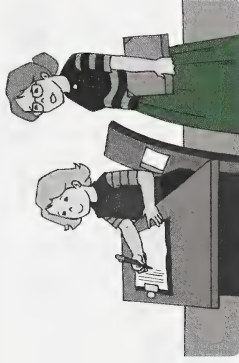
Do you remember the story-writing steps you learned in Module 2? Look back to your Writing Steps poster from the Appendix of Module 2.

On Day 11 you planned and wrote a fairy tale.

5. Which step is next? _____
6. What other steps will you need to do? _____
and _____

When you edit your writing, you check for several things:

- Did you use complete sentences?
- Are your ideas expressed clearly?
- Did you use interesting and descriptive words?
- Is each word spelled correctly?
- Did you use capital letters at the beginning of each sentence?
- Did you use a period, question mark, or exclamation mark at the end of each sentence?



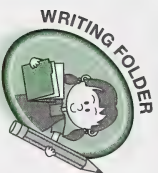
Review the writing steps with the student.

Encourage the student to check the story for each of the points listed. After the student has attempted to edit independently, you may wish to point out sentences or ideas that are not clearly expressed.



Find the fairy tale you wrote on Day 11.

Edit your story. You can cross off words, change spellings, add words, or draw arrows to show that you want to change something. It is a good idea to make changes with a coloured pen or pencil crayon. This makes it easier for you to see the changes.



When you are finished editing your story, put it back in your Writing Folder. You will rewrite it another day.

Spelling

Look back to the Day 11 spelling activity. Look at each word in the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.



Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen.
- Write.
- Underline the spelling word with a ruler.
- Remember capital letters and punctuation marks.
- Check your sentence and make any necessary corrections.



Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Phonics

Earlier in this module, you learned about vowels and syllables.

Circle **true** or **false** for each of the following questions.

7. The number of vowels you see in a word tells you how many syllables there are in the word.

true **false**

8. The number of vowels you hear in a word tells you how many syllables there are in the word.

true **false**

Look at the words your home instructor writes on the chalkboard. Tell your home instructor

- how many vowels you see in each word
- how many vowels you hear in each word
- how many syllables each word has



You can see four vowels in my name, Abigail, but you can hear only three vowels.

If necessary, explain the instructions to the student. The exercise is asking the student to do exactly the same thing that he or she did in the chalkboard activity.



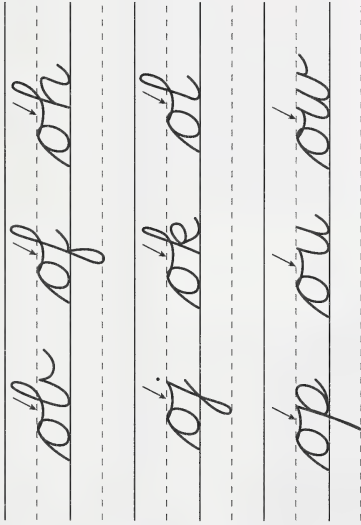
Go to your Phonics book for more practice with syllables. Find page 75. Read the instructions carefully. If you do not understand what to do, ask your home instructor for help. Do page 76 too.

Handwriting

In today's lesson you will practise joining o to letters that begin with an underswing.

The letters b, f, h, j, k, l, p, u, and w begin with an underswing stroke.

Notice the way the o is joined to each letter.



Practise the letter combinations on the chalkboard or whiteboard. Write each combination at least two times.



Take out your interlined notebook or interlined paper.



Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.

Check the student's work. Comment on the formation, size, spacing, and slant of the letters.

Write each of the words below two times on your paper or in your notebook.

object of toll

stop show



Go to Assignment Booklet 3B. Do Assignment 6: Handwriting.



Go to Grade Three Mathematics.



Have you ever tried to make a bridge with your body? Your home instructor will tell you how.



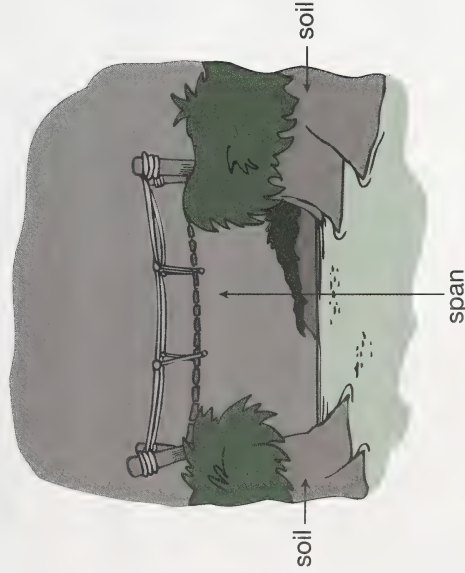
See the Home Instructor's Guide for instructions.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Make a Model Bridge

- Tell at least two things you noticed about the bridges that you saw on your field trip.
-



Take out the photographs of bridges that you took on Day 12. What holds up the bridges? Tell your home instructor.

On short bridges, the bridge is supported or held up by the soil on either side of the **span**.

If you were unable to develop the photographs from Day 12, look for pictures of bridges in magazines. Your student will tell you how the bridges are supported.

span: the distance across from edge to edge
For example, the bridge has a span of 50 metres.

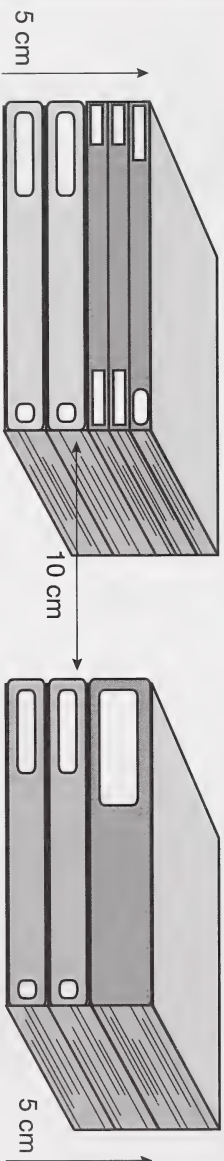
The construction paper should be 21.5 cm x 28 cm.



Take out a sheet of construction paper, a ruler, and several pennies or spoons.

Follow the steps to learn more about bridge spans.

Step 1: Use books to hold up your bridge. Put the books into two piles that are about 5 cm high. Use your ruler to measure. Put the books 10 cm apart.

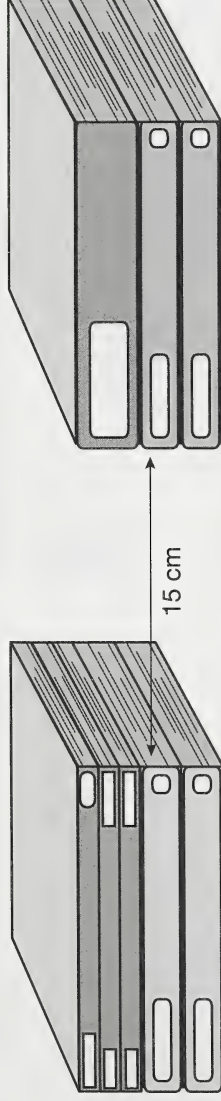


Step 2: Lay the sheet of construction paper on top of the books to make a bridge span.

Step 3: Place pennies or spoons in the middle of your bridge span. Count how many pennies or spoons you can put on the bridge span before it touches the table.

10. How many pennies or spoons can you put on your bridge before the span touches the table? _____

Step 4: Now move the piles of books so that they are 15 cm apart.



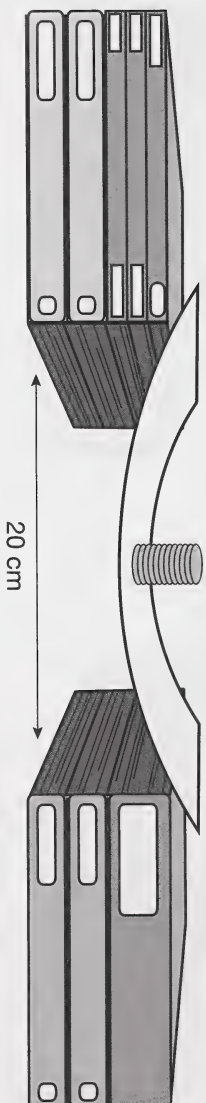
Step 5: Lay the paper on top of the supports to make a bridge. The span between the supports is longer now.

11. Make a prediction. Do you think the longer span will support more or fewer pennies or spoons?

Step 6: Place pennies or spoons in the middle of your bridge span. Count how many pennies or spoons you can put on the bridge span before it touches the table.

12. How many pennies or spoons can you put on your bridge before the span touches the table? _____

Step 7: Now move the piles of books so that they are 20 cm apart. Put the paper back on the top to make a bridge.



13. Make a prediction. What do you think will happen when you start putting pennies or spoons on the paper this time?

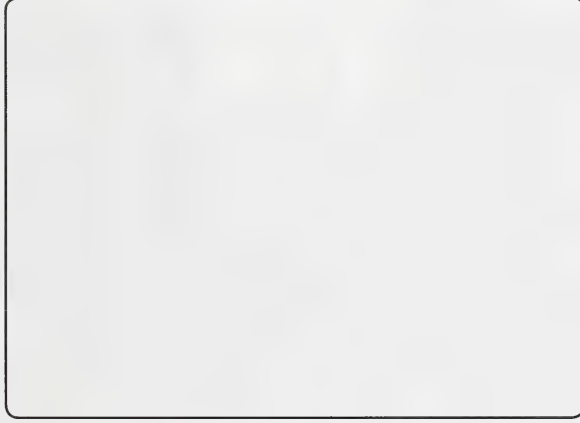
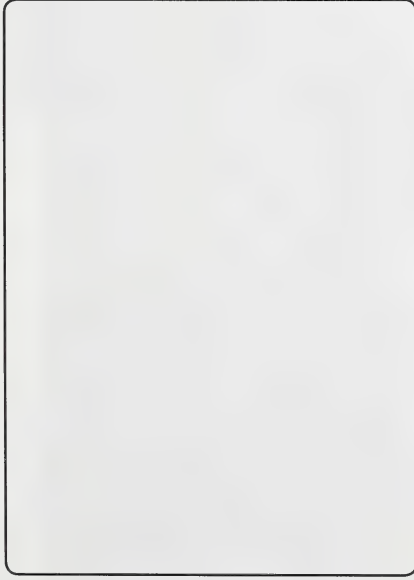
Step 8: Place pennies or spoons in the middle of your bridge span. Count how many pennies or spoons you can put on the bridge span before it touches the table.

14. How many pennies or spoons can you put on your bridge before the span touches the table? _____

15. What did you discover about bridge spans?

If a bridge is long, it is necessary to support the span.

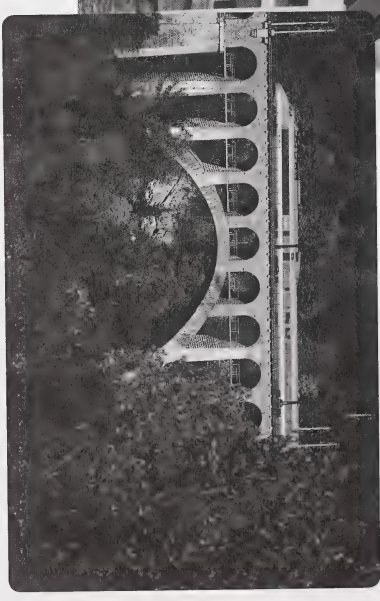
16. Look at the bridge supports in the photographs that you took. Draw the supports that you observed.



If the photographs were not developed, the student may draw the supports from memory.

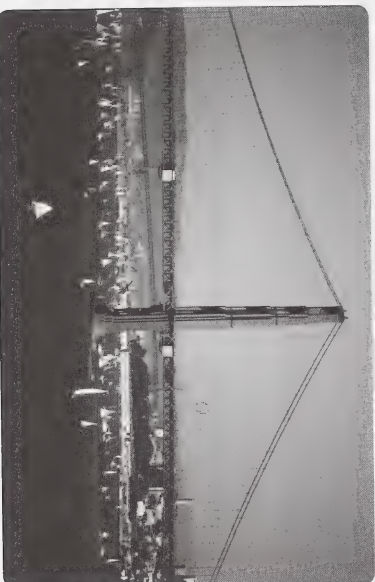
Ask the student to put the photographs of the bridges and other structures in an envelope in the Course Container or another safe place. These photographs will be used to discuss texture, pattern, and repeating elements in Module 4.

Bridge Supports



Bridges may have square beam supports or arched supports below the span.

suspension bridge: a bridge that hangs from cables or chains between towers



Bridges may have cables above the span. This type of bridge is called a **suspension bridge**.

On Day 14 you will have a chance to test two different types of bridge supports.

Story Time

Enjoy a story with your home instructor.

Looking Back

Did you perform “The Three Bears” chant for your family or friends? Did they enjoy it?

What was your favourite activity today? What did you learn about bridges?



A drawbridge can be raised to allow ships to pass.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Journal Entry

Glossary

body: the part of a letter that contains the message

closing: the ending of a letter followed by a comma

comma: a punctuation mark (,) usually used where a pause would be made when saying a sentence

A comma is also used to separate the day of the month from the year when writing the date, between the town or city and the province when writing an address, and after the greeting and closing of a letter.

greeting: the part of a letter that addresses the person being written to

heading: the writer's address and the date at the top of a letter

signature: the writer's name written in his or her usual style

span: the distance across from edge to edge

For example, the bridge has a span of 50 metres.

suspension bridge: a bridge that hangs from cables or chains between towers

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Day 14

“Mr. Frog Went A-Courtin’”

You will have a chance to be an actor today. It will be fun to read a play and act it out!

More work with bridges is also planned. You'd better get started!



Getting Started

How is a play different from a story or poem? Tell your home instructor what you know about plays.

The play you will read and act out today is written in rhyme. You probably know that rhyming words have the same ending sounds. Sometimes the sounds at the ends of rhyming words are spelled the same, but sometimes the sounds are spelled differently.

Read these pairs of rhyming words from the play:

ants	dance	pie	shy
flowers	hours	bee	pea

1. Do these words rhyme? _____
2. Are the rhyming words spelled the same at the end? _____



flowers



hours

Your student will tell you how plays are different from stories or poems.

Here are some more rhyming words from the play.

door before

went consent

date late

flea bumblebee

hare there

chick sick

3. Circle all the pairs that rhyme but are **not** spelled the same at the end.

The words below also come from today's story. Read them to your home instructor.

courtin' consent cider nimble

The student will try to give you a definition for each word.

Do you know what each word means? Tell your home instructor what you think each word means.

The word 'courtin'' is a short way of saying courting. Courting is an old-fashioned word that means dating or trying to win the love of someone.



courting

Take out your dictionary. Look up the other words in your dictionary. Write a meaning for each.

4. **consent** _____

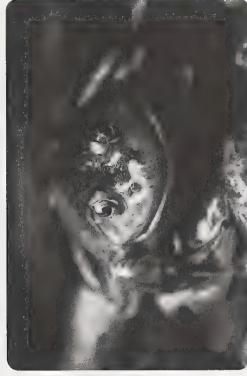
5. **cider** _____

6. **nimble** _____

“Mr. Frog Went A-Courtin’”



Take out *Tales—Princesses, Peas, and Enchanted Trees*.



Turn to the Contents page. Find the title “Mr. Frog Went A-Courtin’.”

7. “Mr. Frog Went A-Courtin’” is a _____.

8. It begins on page _____.

Turn to that page.

The student will read the names of the characters to you.

If necessary, explain how the word *scene* is pronounced (the *c* is silent) and discuss what it means as part of a play. You may wish to compare it to a chapter in a novel.

scene: one of the smallest parts that a play is divided into

It usually deals with one event in the play.

dialogue: the actual words that people or characters in a play or story say

Be sure that the student understands that *dialogue* means the talking or conversational parts in a play.

You probably already know that plays, like stories, have characters. Look at the list of characters on page 19. Read the names of the characters to your home instructor.

9. Who do you think the main character will be?

You know that poems are divided into verses and that stories are divided into paragraphs. Plays are divided into parts called **scenes**.

In a play, the characters tell the story through **dialogue**. The dialogue of the play is the conversation or talking parts. The dialogue is spoken aloud. The characters' actions also help to tell the story.

I get it! The dialogue in a play is like the parts of stories that are in quotation marks. The parts of cartoons that are inside speech balloons are dialogue too.





The first scene in a play usually begins by describing the setting. The setting of a play, like that of a story, tells where the action is taking place.

Turn to page 20. Read the setting for Scene 1.

This play begins with two settings. The words **split stage** mean that one part of the stage shows one setting and another part of the stage shows another setting.

split stage: One part of the stage shows one setting and another part of the stage shows another setting.

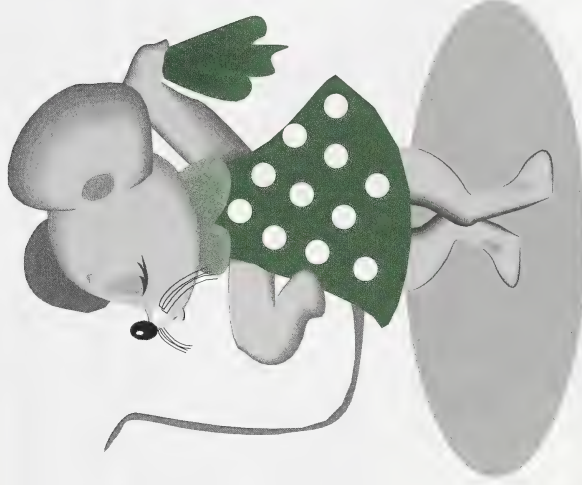
italics: a type of lettering or type where the letters slant to the right (*italics*)

10. The two settings in Scene 1 are

_____ and _____.

Read Scene 1 silently. Think about what is happening. The words in brackets and *italics* are the directions for the actions.

Tell your home instructor what happens in Scene 1.



If your student is not familiar with the term *italics*, point out some examples of italics in the Student Module Booklets. Italics are a type of slanted print. Italics are often used in the Student Module Booklet to indicate titles of books.

11. The most important thing that happens in Scene 1 is _____

Read Scene 2 silently. Tell your home instructor what happens in Scene 2.

12. The most important thing that happens in Scene 2 is _____

You and your home instructor will act out the play. You and your home instructor may choose the parts you will read and change your voices for each different character. If there are other people present, they may choose parts too.

Gather any **props** or costumes you need for the play. For example, you need a rocking chair or kitchen chair for Scene 1. You could use a plant to be the tree in the woods.

prop: any object used in a play, movie, or TV scene
This word is short for stage property.

If the student is not familiar with the term *props*, explain it.

You can be as elaborate or as simple as you like when choosing props and costumes. If you have face paints, the student may enjoy having his or her face painted when presenting the play later today.



Choose which main character you would like to be. You can be either Ms. Mouse or Mr. Frog.

Your home instructor can be the other main character. Decide who will be Uncle Rat.

Act out Scene 1. Use expression when you read your parts. Don't forget to do the actions. Have fun!

Now try Scene 2. Decide who will play each of the other parts. Practise your actions and dialogue. Enjoy acting your parts!

Later today you will act out the play for an audience.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on Day 11.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

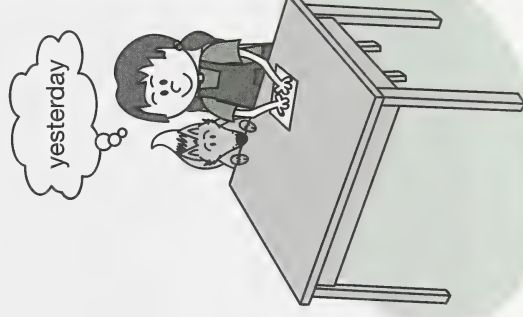
Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.

If possible, arrange a time when other family members or children can act as an audience. Act out the play for the audience. If no audience is available today, do it another day. Allow the student to practise several times if necessary.



Handwriting

In today's lesson you will practise joining o to the letters r, s, and t.

You must change the r, s, and t a bit when you join them to an o.

Notice the way the o is joined to each letter.

or os ot

Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.

Practise the letter combinations on the chalkboard or whiteboard. Write each combination at least five times.



Take out your interlined notebook or interlined paper.



orangutan

Write each of the words below two times on your paper or in your notebook.

orange other bossy



Go to Grade Three Mathematics.



Think back to the bridge activities you did on Day 13. How many different bridges can you make? Show your home instructor.

The student is asked to recall the gymnastics activities that were done on Day 13 and to show you as many different “bridges” as he or she can. Refer to the Home Instructor’s Guide for Day 13 for suggestions.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Bridge Supports

On Day 12 you learned that as the span on a bridge grew longer, it would support less weight. You found out that most long bridges are supported in some way. When you looked at your photographs, you found out that bridges can be supported by square-**beam** supports, **arched** supports, or **cables**.

beam: a large, long piece of wood, concrete, or steel used to support buildings or bridges

arch: a curved structure that forms the top of a doorway, window, bridge, or tunnel

cable: a long, thick rope, usually made of wires twisted together

Which do you think will support more weight, square-beam supports or arched supports? You will do a test to find out.

You probably remember that to make a test fair, you can change only the thing that you want to test.

You will use the same materials you used yesterday to make a model bridge:

- some books to support the ends of the span
- construction paper for the span
- pennies or spoons for measuring the mass that the bridge will support
- a ruler

How could you use your model bridge to test whether arched supports or square-beam supports are stronger? What materials would you use? What would you change? Tell the home instructor your ideas.



The student will discuss his or her ideas for testing supports. Are the student's ideas practical? Did the student change only one variable?

13. Would it be a fair test if you used wood to make the square-beam support and writing paper to make the arched support? _____

Why? _____

14. Would it be a fair test if you used two arched supports but only one square beam support? _____

Use the following fair test to find out if one shape of support will support more mass than the other.

Testable Question

Which support will hold up more mass, a square-beam support or an arched support?



I think a square-beam support will hold more weight than an arched support. What do you think?

Prediction

15. I think _____ will support more mass.

Materials

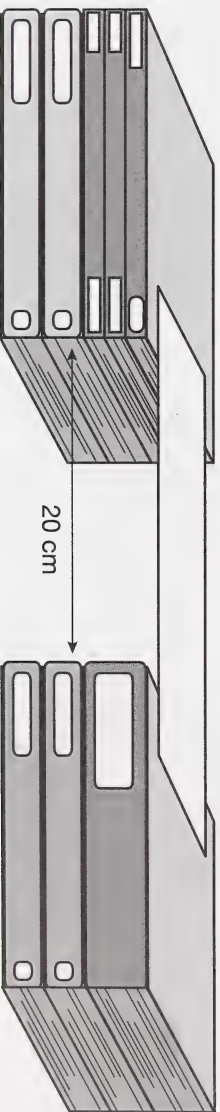
To make the test fair, you must use the same materials to make the arched support and the square-beam support.



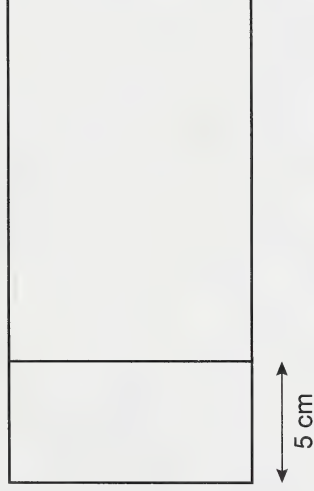
Take out two 20 cm by 10 cm index cards or some manila tag you can measure and cut to be 20 cm by 10 cm to make the two types of supports. You will also need some modelling clay.

Procedure

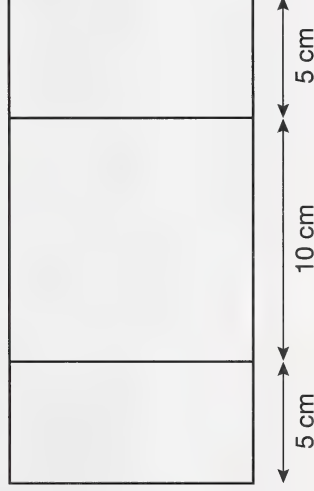
- Set up your books and construction paper just like you did on Day 12. The books should be 20 cm apart. You need to set the bridge up on a flat surface, such as a table.



- Make your square-beam support. Lay one of your index cards flat on the table. Measure 5 cm from the end and draw a line.

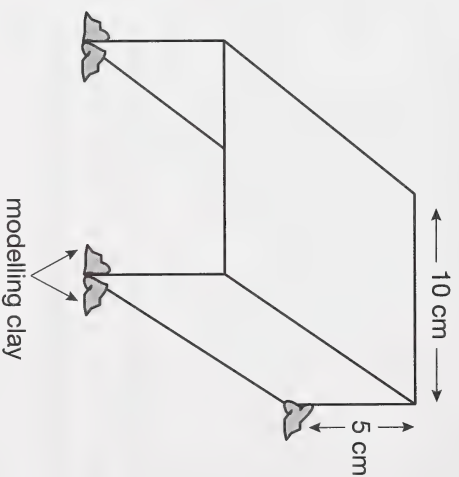


- Measure 5 cm from the other end and draw a line.



- Fold the card on the lines to make a square beam support. Place the square-beam support under the bridge span.

- Use a bit of modelling clay at the bottom of the support so it doesn't slip.



- Place pennies or spoons in the middle of your bridge span. Count how many pennies or spoons you can put on the bridge span before it collapses.

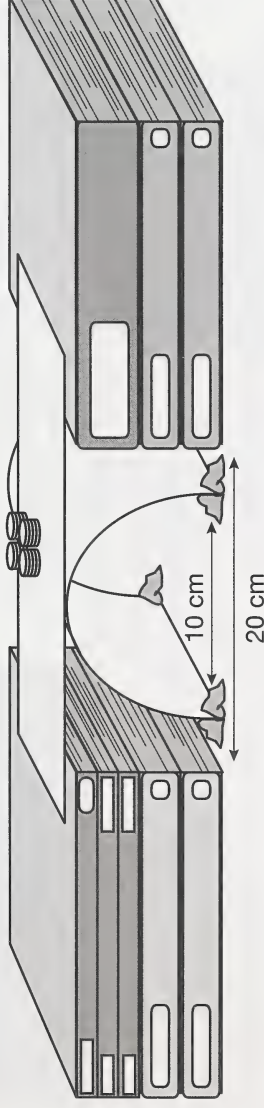
Observation

16. The square-beam support holds _____ pennies or spoons before it collapses.

Procedure

Now you will repeat the test using an arched support.

- Use a 20 cm by 10 cm index card or manila tag cut to those measurements. Bend the card to make an arch that is 10 cm across. Use modelling clay to hold the arch in place.
- Set up your books and construction paper just like you did before. The books should be 20 cm apart. The arch will be in the middle to act as a support.



Place pennies or spoons in the middle of your bridge span. Count how many pennies or spoons you can put on the bridge span before it collapses.

Observation

17. The arched support holds _____ pennies or spoons before it collapses.

Because the bridge span may be curved this time, the pennies may slide to the side. Suggest that the student add the pennies in piles of five directly in the middle of the arch if this happens.

Conclusion

18. Tell what happened in your test. Which shape supported the most mass?



The platform of a bridge, the flat surface over which vehicles travel, can be supported either by a beam or an arch. A simple beam can extend only a fairly short distance before the weight of the traffic upon it could cause the beam to fail. An arch spreads the weight out to the ground and can support more weight. Many long bridges, such as the Confederation Bridge between Prince Edward Island and New Brunswick, use the basic strength of arches as part of their design.



To find out more about this amazing bridge and to see pictures of it, try the following website or use the keywords Confederation Bridge to find other sites:

<http://www.confederationbridge.com>

Using What You Learned

19. What shape would you use for bridge supports to build the strongest, most stable bridge?

Assist your student with the Internet search.



Put your square-beam and arch supports and the other materials you used in your Course Container. You will need the materials for another test tomorrow.

Rewrite Your Fairy Tale



Take out the fairy tale you wrote and edited.

Use the edited copy of your story to rewrite your fairy tale in your Assignment Booklet. If you have a computer, you may rewrite the story using the computer instead. Be sure to choose a good title for your story too.

When you are done rewriting the tale, proofread it to be sure you did not make any mistakes. If you wrote it on the computer, print a copy.



Go to Assignment Booklet 3B. Do Assignment 7: Fairy Tale.



If the student is using a computer, a copy may be printed on a piece of paper and attached to the Assignment Booklet. See the Home Instructor's Guide for more information.

Story Time

Enjoy a story with your home instructor.

Looking Back

Who did you perform your play for? Did you enjoy being an actor?

How did your bridge experiment go? Were you surprised by the results?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

arch: a curved structure that forms the top of a doorway, window, bridge, or tunnel

beam: a large, long piece of wood, concrete, or steel used to support buildings or bridges

cable: a long, thick rope usually made of wires twisted together

dialogue: the actual words that people or characters in a play or story say

italics: a type of lettering or type where the letters all slant to the right (*italics*)

prop: any object used in a play, movie, or TV scene

This word is short for stage property.

scene: one of the smallest parts that a play is divided into
It usually deals with one event in the play.

split stage: One part of the stage shows one setting and another part of the stage shows another setting.

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Day 15

A Special Cat

In today's tale you'll meet a very special cat. After reading this Chinese tale, you will learn a bit about China and do another bridge test.

It will be a busy day!



The student will try to define *extraordinary*.

Getting Started

Today's story is called "The Extraordinary Cat." Do you know what the word *extraordinary* means? Tell your home instructor what you think it means.

Take out your dictionary. Find the word *extraordinary* in the dictionary.

1. Write the meaning.

Extraordinary means _____

_____.

You know that the dictionary can help you find the meaning of words. Did you know that the dictionary can tell you many other things about a word too?

Did you notice that in the dictionary the word is divided by dots into parts?

ex•traor•di•nar•y

This shows you how to divide the word into syllables.

2. How many syllables does the word *extraordinary* have? _____



Notice the word in brackets that follows **extraordinary**. The special way of writing shows how to say the word.

After the definition of the word, you see the letters **adj.**. This is the short way of writing "adjective." This tells you that **extraordinary** is an adjective or describing word.

You may notice these letters in your dictionary too:

- **n.**, which means noun
- **v.**, which means verb

3. Look up each of the following words in the dictionary. Find out if they are nouns, verbs, or adjectives. The first one is done for you.

extraordinary adjective

skip _____

brother _____

wonderful _____



Assist the student with the pronunciation symbols. These vary from dictionary to dictionary. In the *Gage Canadian Junior Dictionary*, the pronunciation key to the symbols is explained at the beginning of the dictionary on page 15 and also appears at the bottom of each right-hand page.

Point out places in the dictionary where the abbreviations **n.** and **v.** are used.

“The Extraordinary Cat”



Take out *Tales — Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find “The Extraordinary Cat.” Turn to the first page of the story.

You and your home instructor will take turns reading the story aloud. Read the first paragraph aloud. Your home instructor will read the second paragraph. Listen as your home instructor reads. Follow the words with your eyes. Keep taking turns and read the whole story.

4. The author of this story used many adjectives to describe the cat. Skim through the story and find the adjectives that tell about the cat.



Cause and Effect

In Module 1 you learned about cause and effect. What or who makes something happen is the **cause**. The change that happens is the **effect**.

In the play you read yesterday, Uncle Rat gave his consent for Ms. Mouse to marry Mr. Frog, so they had a wedding. The cause was Uncle Rat's consent. The wedding was the effect.

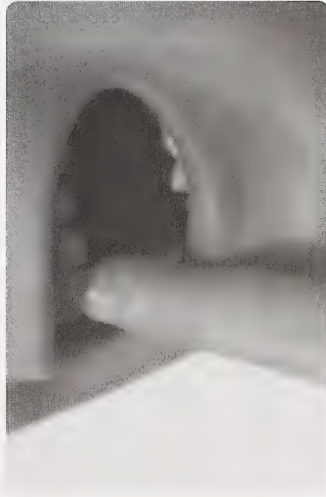
Silently reread the story "The Extraordinary Cat." Think about the effects or changes in the cat's name and the cause for each change.

- What was the main cause for the ruler to keep changing the cat's name?



cause: a person, thing, or event that makes something else happen

effect: a result or a change



cause: a loose tooth



effect: a gaping hole

6. Look at the chart below. Fill in the effect for each cause. The first one is done for you.

Cause	Effect
The advisor said the cloud is more powerful than the sky.	The cat's name was changed to Cloud .
The ruler's wife said that the wind is stronger than clouds.	The cat's name was changed to _____.
The ruler's brother said that the wind can't go through the wall.	The cat's name was changed to _____.
The royal gardener said that a mouse can chew through the wall.	The cat's name was changed to _____.
The ruler's children said that a cat was stronger than a mouse.	The cat's name was changed to _____.

7. Do you think the ruler was foolish? Why or why not?

China

The tale “The Extraordinary Cat” comes from China. What do you know about China?

At the beginning of this module you learned about a Chinese Cinderella named Yeh-shen. You found China on your world map too.



Take out your world map or look at it if you have posted it.



The Great Wall of China

Find China on your map.

8. China is part of which continent? _____

Circle the correct answer for question 9.

9. China is a **small** **medium-sized** **large** country.

Look back at the story “The Extraordinary Cat.”

10. What do you notice about the characters’ clothing?

Assist your student in finding information about China and reading the information. See the Home Instructor's Guide for more information.

singular noun: a noun that names a single person, place, or thing

11. Do you remember another country where the people sometimes wear a similar type of clothing? Write the name of that country.

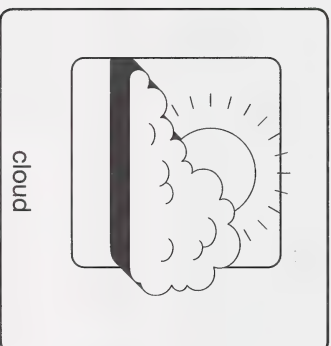
Find out more about China. Use an encyclopedia or computer encyclopedia program to discover at least three facts about China. Write the facts that you discover in your Assignment Booklet. Also write the name of the encyclopedia or computer program that you used.



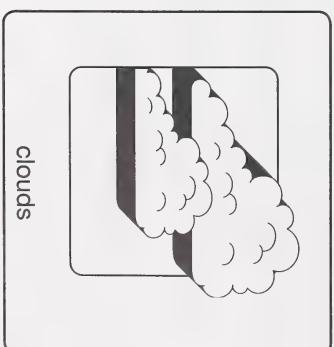
Go to Assignment Booklet 3B. Do Assignment 8:
Facts About China.

Phonics

You probably know that a **singular noun** that names one person, place, or thing can be changed to mean "more than one" by adding an s on the end.



cloud



clouds



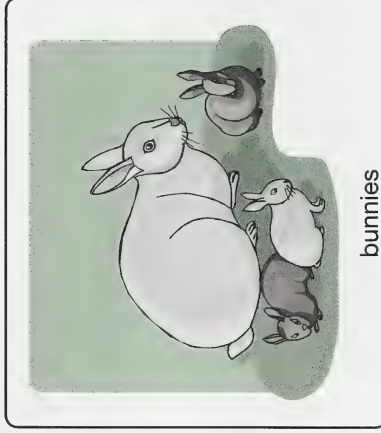
plural noun: a noun that names more than one person, place, or thing

Nouns that name more than one person, place, or thing are called **plural nouns**. Plural nouns are usually formed by adding **s** to a singular noun.

12. Write the plural noun by adding an **s** to the end of each word.

wind	_____	cat	_____
animal	_____	ruler	_____
servant	_____	creature	_____

Some nouns cannot be changed to plurals by adding just an **s**. Some nouns that end in a **y** are changed to plurals in a different way. Look at the nouns below.



13. How was bunny changed to bunnies?

When y at the end of a word has a consonant before it, you change the y to an i and add es to form the plural.

14. Make each of the following nouns plural.

baby _____

fly _____

city _____

penny _____

pony _____

sky _____

Handwriting

In today's lesson you will practise some more letters that are difficult to join.

You will practise the combinations ge, ji, ye, gh, and gi.

Notice the way the letter g finishes on an overswing but has to change quickly to begin the underswing for e.

g + e = ge

ji ye gh gi

The same change takes place when the letters below are joined.

Practise the letter combinations on the chalkboard or whiteboard. Write each combination at least five times.



Take out your interlined notebook or interlined paper.

Write each of the words below two times on your paper or in your notebook.

get jingle yes
high give

Check the student's work.
Comment on the formation, size, spacing, and slant of the letters.

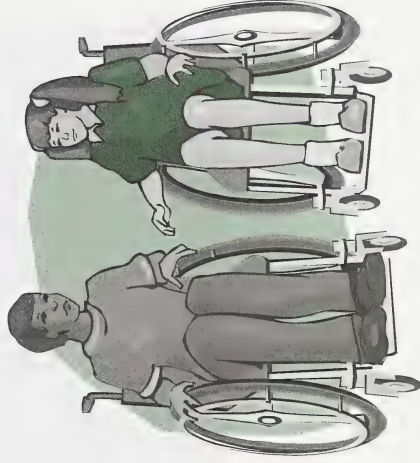
Monitor as your student attempts to join these letters. Be sure that each letter is formed correctly and has a consistent slant.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Make It Stronger

On Day 14 you did a test to find out which type of bridge support would support the most weight. Do you remember what happened when your square-beam support collapsed? Tell your home instructor.

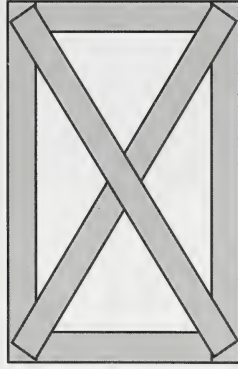
Take a look at the following photographs of bridges. Look at how the square and rectangular supports have been made stronger.



15. What have the engineers added to the bridges to make the supports stronger?
-

The student will tell you what happened when the square-beam support collapsed. If the student doesn't remember, the test may be repeated, and the student can watch carefully to see what happens to the support.

The beams that the engineers have added to the square supports are called **braces** or **trusses**. They keep the sides of the square or rectangle straight.



brace: something that holds parts in place; a support

truss: a beam or support added to strengthen a building or bridge

16. How could you make the square-beam support you used on your model bridge stronger?

17. What material could you use for your brace?

18. How will you attach your brace to your square-beam support?



Take out the materials you used to make your model bridge.

Your student should suggest doing a test to find out if the new, braced support will support more mass.

Construct a new square-beam support by following the instructions included in the Day 14 Procedure.

Add your brace in the way that you have planned.

Do you think your new, braced square-beam support will support more weight than the old square-beam support? How could you find out? Tell your home instructor.

It's your turn to plan and do a fair test. You will find an outline in your Assignment Booklet. Write in the prediction, materials, and procedure to plan the test. Then do the test. When you have finished the test, do the observation, diagram, and conclusion parts.



Go to Assignment Booklet 3B. Do Assignment 9: A Fair Test.

Story Time

Enjoy a story with your home instructor.



If you have any tales from China, this would be a good day to read them.

Looking Back

Did you like the Chinese tale? Did you discover lots of facts about China? What else would you like to learn about this country?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

brace: something that holds parts in place; a support

cause: a person, thing, or event that makes something else happen

effect: a result or a change

plural noun: a noun that names more than one person, place, or thing

singular noun: a noun that names a single person, place, or thing

truss: a beam or support added to strengthen part of a building or bridge

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Day 16

An African Tale

Today you will listen to a wonderful African tale about an enchanted tree. As you listen, you will think about how the author uses words to paint pictures in your mind.

What do you know about the ways that materials are joined? You will learn more about this in another of today's activities.



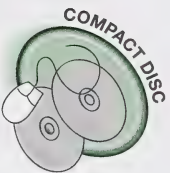
The student will visualize an African scene. Ask the student to describe the scene as clearly as he or she can.

Getting Started

What do you think of when you hear the word Africa? Close your eyes and think about an African scene. Use your imagination. Describe the images or pictures that appear in your mind.

You know that authors who write poems try to use descriptive words so that the reader will imagine the scene clearly. Authors who write stories try to do the same thing.

“The Name of the Tree”



Take out your *Grade Three Thematic Audio CD*.

Find the story “The Name of the Tree”¹ on the CD. It’s on Track 4. Listen to the story. As you listen, try to imagine the scenes in the story. Think about how the author uses words to help you see the scenes clearly.



¹ Celia Barker Lottridge, *The Name of the Tree* (Toronto: Groundwood Books, 1989). Reproduced by permission.

The student will try to remember some descriptive words from the story.

phrase: a group of words that go together in a sentence

Can you remember some of the words that the author used to describe things in the story? Tell your home instructor some of the words that you remember.

The author of this story uses many descriptive **phrases**. Phrases are groups of words that go together in a sentence.

Read the phrases below:

- yellow as bananas
- green as melons
- purple as plums
- ran as fast as the wind
- ran like an arrow shot from the bow
- went head over hoofs over head over hoofs
- smooth and shining
- standing on end
- pulled and tugged and pulled and tugged
- putting one short leg ahead of the other



1. Do these phrases help you see the scene more clearly?

2. Which phrase is your favourite? Write it below.



Go to Assignment Booklet 3B to answer some questions about the story.
Do Assignment 10: "The Name of the Tree."

Listen to the story one more time. Think about the setting, the characters, and the things that happen in the story. When you are finished listening, you will retell the story for your teacher using your own words.



Take out your blank tape and tape recorder or use a computer with recording capability.

The student may practise retelling the story to you before recording it for the teacher.

Think about what happened in the story. If you want, you can retell the story to your home instructor for practice.

When you are ready, retell the story and record it. Try to use some of the descriptive phrases from the story or make up your own. Be sure to tell about the setting, characters, and all of the events.



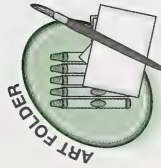
Africa

Earlier in this module you learned about a Cinderella tale from Nigeria. You found out that Nigeria is a country in Africa, and you marked it on your world map.

Take out your atlas. Look in the table of contents. Find a map of the continent Africa.

Africa is made up of more than 50 countries.

3. Look at the map. Write the names of four countries in Africa.



Take out your world map or remove it from the wall if you have posted it.

Find the spaces for the four countries you wrote above. Colour the spaces and write the names of the countries on your map.



You may need to assist the student with this.

savanna: a flat, grassy plain with few trees, especially in a warm climate

drought: a long period with no rain or very little rain

equator: an imaginary circle drawn around the middle of the Earth, halfway between the North Pole and South Pole

Show the student the equator on the globe. Explain and demonstrate on the globe that the equator is halfway between the North Pole and the South Pole.

In the story, the animals crossed a great flat plain. This plain is called the African **savanna**. Much of the middle part of Africa is a grassy savanna. The countries of Angola, Zambia, Tanzania, and Kenya are mostly savanna.



The savanna sometimes has **droughts**. When the rains don't come, the animals must travel to find food, just like the animals in the story did.

4. Write the name of one African country found in the savanna.

Find the **equator** on your map in the atlas. The equator is an imaginary line drawn around the middle of the earth. Find the equator on your globe too.

5. Write the name of one African country that is on the equator.

In western Africa, near the equator, there is a huge tropical rain forest. Many animals live in the rain forest.



6. Name an animal that lives in the rain forest. _____



Africa also has the world's largest desert. It is called the Sahara Desert and covers most of the northern part of Africa.

7. What is the name of the large desert that covers northern Africa? _____

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote for your Day 11 spelling activity.



Take out your interlined notebook or interlined paper.

Practise the words from the list in your notebook or on the interlined paper. Write each word in handwriting. Look at your Cursive Handwriting Alphabet chart if you forget how to make the letters.

Practise your challenge words too.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Joining Materials

There are many different ways to join materials. You may have noticed someone joining wood with nails or joining metal by welding it.

You have learned some ways to join materials in the tests that you have done.

8. When you built a tower with toothpicks, you used _____ to join the toothpicks.

9. When you made pillars from paper, you used _____ to join the ends of the paper.

10. When you made your square-beam bridge support stronger, you used _____ to join the braces to the support.



You have probably discovered that some joining materials work better than others. The joining material that you choose has to work with your other materials.

Nails join pieces of wood together well.

11. Could you use nails to join paper? Why or why not?

12. Name two joining materials that work well with paper.



Go to Assignment Booklet 3B. Find Assignment 11: Joining Materials. Do questions 1 and 2 now.

Testing Joining Materials

You may have discovered that sometimes the joint on a structure is the weakest part. Today you can test some joining materials to see which are the strongest.

You are going to make toothpick cubes to test several joining materials.

Testable Question

Which is the strongest joining material: puffed wheat, miniature marshmallows, modelling clay, or jujubes?

Prediction

13. I think _____
will be the strongest.

Materials

To make it a fair test, the only thing you will change is the connecting material. Everything else will stay the same.



Gather the items in the following list from your Course Container or around your home.

You will need

- a box of toothpicks
- puffed wheat cereal
- jujube candy
- miniature marshmallows
- modelling clay
- pennies
- a cardboard square 8 cm x 8 cm

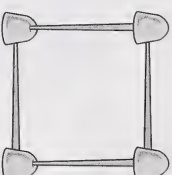
I think the modelling clay will be the strongest.



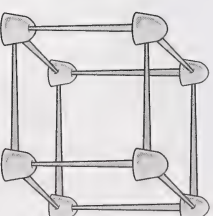
Help the student measure and cut the cardboard square.

Procedure

- Find a flat surface, like a table.
- Use the toothpicks and joining materials to form cubes. Take out 12 toothpicks. Arrange four toothpicks into a square shape. Press the toothpicks into the jujubes at each corner to hold your square together. This is the bottom of your cube.



- Make another square with jujubes and toothpicks. This is the top of your cube.
- Take four more toothpicks. Hold the top of your cube directly above the bottom. Join the top left jujube to the bottom left jujube with a toothpick. Repeat at the other three corners.
- Make another cube with 12 toothpicks and use miniature marshmallows to join the toothpicks.
- Make another cube with toothpicks and modelling clay. The modelling clay pieces should be about the same size as a miniature marshmallow.



You may need to assist the student with this.

Observation

14. The cube with jujubes holds _____ pennies before it collapses.
15. The cube with miniature marshmallows holds _____ pennies before it collapses.
16. The cube with modelling clay holds _____ pennies before it collapses.
17. The cube with puffed wheat cereal holds _____ pennies before it collapses.

Conclusion

18. Which joining material supported the most mass? _____

Sometimes scientists like to put their information in a chart or graph so that it is easy for others to see the results.

Just for fun, Abigail tested some other materials.



Your student should be familiar with reading graphs from other grades. If necessary, discuss how the graph is organized and what the shaded cells show.

Abigail put her information into a graph. She shaded in the spaces to show how many pennies each cube supported.

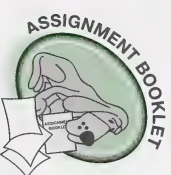
Use the information on Abigail's graph to fill in the blanks in the following questions.

Number of Pennies Supported	Raisins	Bubble Gum
10		
8		
6		
4		
2		

19. The raisin joiners supported _____ pennies.

20. The bubble gum joiners supported _____ pennies.

You can put your test information in a graph in the Assignment Booklet.



Go to Assignment Booklet 3B. Find Assignment 11: Joining Materials. Do questions 3, 4, and 5.

Story Time

Enjoy a story with your home instructor.

Looking Back

What did you like best about today's story? Do you enjoy stories about animals? What would you like to learn about Africa?



Journal Entry

If you have any African stories, this would be a great time to read them. Your student may enjoy one of the many Ananse (sometimes spelled Anansi) stories or other trickster tales from Africa. Check Additional Resources in the Home Instructor's Guide for suggested titles.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

drought: a long period with no rain or very little rain

equator: an imaginary circle drawn around the middle of the Earth, halfway between the North Pole and the South Pole

phrase: a group of words that go together in a sentence

In the sentence “She is in the house,” in the house is a phrase.

savanna: a flat, grassy plain with few trees, especially in a warm climate

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Day 17

How It Came to Be

Many countries around the world have tales that explain things in nature. Today you will read a Canadian tale that explains how the eagle got such good eyesight.



Getting Started

Imagine a time when there were no computers, televisions, or movies. Like you, the children of long ago wondered about the world. They pestered their elders with questions like “Why do squirrels have bushy tails? Why does the wolf howl at night? Why do the northern lights dance in the sky?”

Over the years, many tales were told to explain how things came to be. As the storytellers told the tales, they were changed and added to. Stories were passed on from the old to the young.



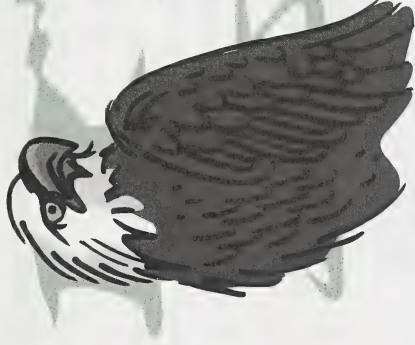
pourquoi tale: a story that explains why things in nature exist or how things came to be

A story that explains something in nature is called a **pourquoi tale**. The word **pourquoi** means *why* in French. Almost every culture in the world has **pourquoi** tales to explain things in nature.

1. A **pourquoi** tale is a story that _____.

First Nations people in Canada have many pourquoi tales. Many of these stories explain why animals have special characteristics. Other stories explain how the world was created or why natural features, such as northern lights or the sun, behave the way they do.

Many of these ancient stories involve a trickster. In some stories the trickster is an animal. In some First Nation cultures the trickster was named Nanabush. In other cultures he was called Wesakechuk or Raven. You will meet Wesakechuk in a later module.



The trickster Wesakechuk is sometimes called Wesakecha.

“How Eagle Got His Good Eyes”



Take out *Tales — Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find “How Eagle Got His Good Eyes.” Turn to the story.

2. Who wrote this tale? _____
3. Who illustrated it? _____

The children who wrote and illustrated this story come from Manitoba.

Module 3B: Tales from Around the World

The student may or may not know the meaning of these words, depending upon his or her background knowledge and experiences.

There may be more than one meaning for *quiver*. Discuss which meaning is most likely to fit in the sentence. If necessary, have the student reread the sentence where *quiver* appears.

Choose your favourite way of reading a story. Read silently, read aloud, or take turns reading paragraphs or pages with your home instructor.

Look back to page 48. Find the words jackfish, pickrel, and sturgeon. Reread the sentences that contain the words. Do you know what jackfish, pickrel, and sturgeon are? Tell your home instructor.

Take out your dictionary. If you do not know what jackfish, pickrel, and sturgeon are, look for the words in the dictionary.

4. Jackfish, pickrel, and sturgeon are _____.

Turn to page 50. Find the word quiver. Read the sentence. What do you think a quiver is? Tell your home instructor.

Find the word quiver in the dictionary. Write the meaning below.

5. A quiver is _____.



How well do you remember the story? Read the following questions and mark the best answer.

6. At the beginning of the story, Eagle had no

- ☐ ears
- ☐ beak
- ☐ legs
- ☐ eyes

7. The trickster, Nanabush, wanted

- ☐ some pickerel
- ☐ some eagle feathers
- ☐ some eagle claws
- ☐ a quiver

8. Nanabush was able to trap Eagle in the net because

- ☐ he shot him with his arrows
- ☐ he put some fish in the net for bait
- ☐ he was the chief
- ☐ all of the above



9. Nanabush broke his promise when

- ☐ he took 15 feathers instead of 10
- ☐ he gave Eagle fish eyes
- ☐ he swore to the Great Spirit, Manitou
- ☐ all of the above

10. Manitou helped Eagle by

- ☐ giving him some fish
- ☐ hitting him with lightning
- ☐ giving him good eyesight and burning away the net
- ☐ giving him a net



Did you like this pourquoi tale? You will tell your teacher about "How Eagle Got His Good Eyes." Complete the Reading Response exercise in your Assignment Booklet.



Go to Assignment Booklet 3B. Do Assignment 12: Reading Response.

Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list of spelling words from Day 11. Choose **one** of the following activities to practise your spelling words and challenge words:

- Write each word in a sentence.
- Write the words in alphabetical order.
- Draw a picture for each word.
Write the word under the picture.
- Write each word and then write a rhyming word beside it.
- Make up a word-search puzzle containing all the spelling words and ask someone in your family to solve it.



Write the following words on the chalkboard or whiteboard: *many, sky, yesteryear, funniest, sillier, usually, tricks, laugh, slip, mask, show, cheer, practice, clown, create*. Observe how well your student reads these words. Can he or she decode words that contain the sounds of y, consonant blends, and consonant digraphs?

Phonics

Your home instructor will write some words on the chalkboard or whiteboard. Use what you know about the sounds of y, consonant blends, and consonant digraphs to help you read the words.

Look carefully at the words funniest and sillier.

The word funniest comes from the root word or base word funny.

11. How was the word funny changed to make funniest?

The word sillier comes from the root word or base word silly.

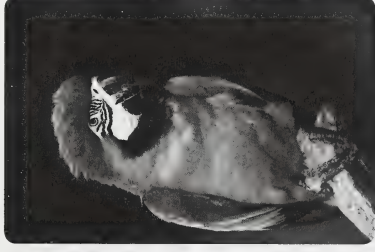
12. How was the word silly changed to make sillier?



Who has the
funniest costume?



Go to your Phonics book for more practice with blends, digraphs, and the sounds of y.

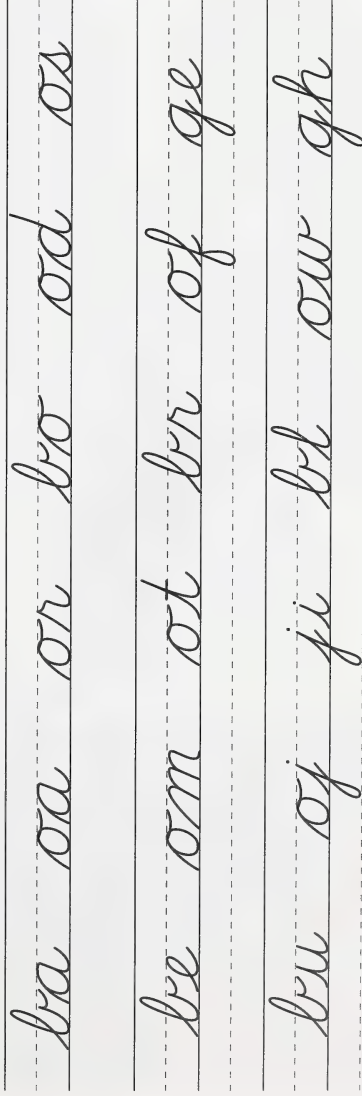


Use what you know to help you read "What an Imagination" on page 77. Fill in the missing words at the bottom of the page.

Handwriting

In today's lesson you will review the letter joins that you have been practising.

Do you remember how to join the following letters? Show your home instructor the following joins on the chalkboard or whiteboard.



The student may do page 78 as an enrichment activity, if you wish.

Monitor as your student attempts to join these letters. If your student is joining any letters incorrectly, note which letters are causing the difficulty and reteach the skill.

At the end of the lesson, the student will practise any letter joins that he or she is having difficulty with.



Take out your interlined notebook or interlined paper.

If you had difficulty with any joins, practise them in your notebook or on your paper. Write each join three times; then think of a word that contains the letters and write it too.

For example, if you need to practise g + e, write

ge ge ge



You may need to assist the student to think of words that contain a certain letter combination.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Be an Illustrator



Take out *Tales — Princesses, Peas, and Enchanted Trees*.

Find “How Eagle Got His Good Eyes.” Take another look at the illustrations that the grade seven students drew for the story. What do you notice about the pictures? Tell your home instructor.

13. Do you like the illustrations? Why or why not?

14. What did you notice about the backgrounds in the illustrations?

The student will discuss the illustrations drawn by the grade seven students. Call your student's attention to the background, the use of lines to show feathers, and the use of shading.

abstract: having to do with a style of art that tries to express ideas or feelings by showing qualities of real things instead of the real things themselves
Abstract art is not an accurate representation of a form or object.

You may have noticed that some illustrations have backgrounds that look realistic. Other backgrounds may not look like they would in real life. Pictures that are not realistic are called **abstract**. Abstract pictures may try to express an idea or feeling by showing certain colours or parts of real things.



15. Is the background on page 47 realistic or abstract?

16. What does the background on page 47 make you think of or feel?

The backgrounds in the illustrations use bright colours and bold lines.

17. What colours are used in the illustration on page 48?

18. What does the illustration on page 48 make you think of or feel?

You can try making illustrations with bright, abstract backgrounds too.

Turn to page 57 in *Tales—Princesses, Peas, and Enchanted Trees*. There are two pourquoi tales. Read the two tales. Think about the pictures they bring to mind.



This may be difficult for your student. If necessary, share your ideas about what the background represents or how it makes you feel.



Take out pencil crayons, felt pens, crayons, and unlined paper.

Follow the steps to create an illustration:

- Choose one of the tales to illustrate. Think about what scene from the story you would like to illustrate.
- Draw the main character(s) from the tale. Make the character(s) quite large. Add details and colour to your character(s).
- Create an abstract background for your illustration. Use bright, bold colours and lines.
- Put your name, the title of the tale you are illustrating, and the date on the back of your picture.
- Hang your picture up for others to see or put it in your Art Folder.

You may wish to send your illustration to your teacher with your Assignment Booklet on Day 18.



If you have any examples of pourquoi or trickster tales, read them aloud to your student. The collection *When the World Was Young: Creation and Pourquoi Tales* by Margaret Mayo is an excellent source.

Story Time

Enjoy a story with your home instructor.

Looking Back

What did you learn about pourquoi tales?
Which story did you like best? Would you like to read more pourquoi tales?

Do you like abstract art?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

abstract: having to do with a style of art that tries to express ideas or feelings by showing qualities of real things instead of the real things themselves
Abstract art is not an accurate representation of a form or object.

pourquoi tale: a story that explains why things in nature exist or how things came to be

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Day 18

Poems and Rhymes

You will learn about a new type of poem and read some African Mother Goose rhymes today.

It's the last day of Module 3, so it's time to think about all the things that you have learned in this module. What will you choose to share with your family today?



Spend a few minutes looking through a book containing a collection of nursery rhymes and recalling which were the student's favourites and which were your favourites.

The student will chant a nursery rhyme for you.

Getting Started

Do you remember learning Mother Goose rhymes when you were young? Which were your favourite rhymes? Which ones did you like having read to you?

Nursery rhymes and stories, like the "The Three Bears" chant, have rhythm. Rhymes and chants should be spoken aloud so that you can enjoy the rhythm and the sound of the rhyming words.

Chant your favourite nursery rhyme for your home instructor. Feel the rhythm. Listen for the rhyme.

African Mother Goose Rhymes

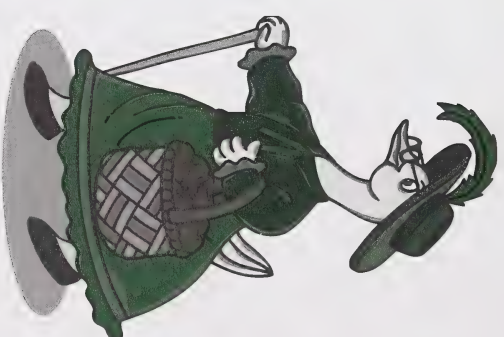


Take out *Tales—Princesses, Peas, and Enchanted Trees*.

Turn to the Contents page. Find "African Mother Goose Rhymes."

1. The rhymes are on page _____.

Turn to that page.



Read the rhymes silently first. You may not know some of the words in the first rhyme. Use what you know about breaking words into syllables to help you figure out the words.

“Kalahari Days Hot”

Did you figure out how to say Kalahari?

Break the word into parts like this:

Ka la ha ri

The last syllable rhymes with tree.

The Kalahari is a large desert region in south-central Africa. The days in the Kalahari are very hot, but the nights are cold.

2. What does the African mother do to keep the baby comfortable during the hot days and cold nights?



Assist the student with the pronunciation of the words in this rhyme.

kaross: a blanket made of animal skins used in southern Africa as a cape or mattress

The student will read the rhyme aloud to you.

Refer to the Home Instructor's Guide for the original Mother Goose rhymes. Explain that "pease" is an Old English word for peas that are boiled and mashed to a pulp.

The student will recite the traditional version of the rhyme "To Market." If the student doesn't know the traditional version, find it in the Home Instructor's Guide and read it together.

3. Which words at the ends of the lines rhyme?

Do you know the rhyme "Pease Porridge Hot"? This African rhyme is adapted from it.

"To Market"



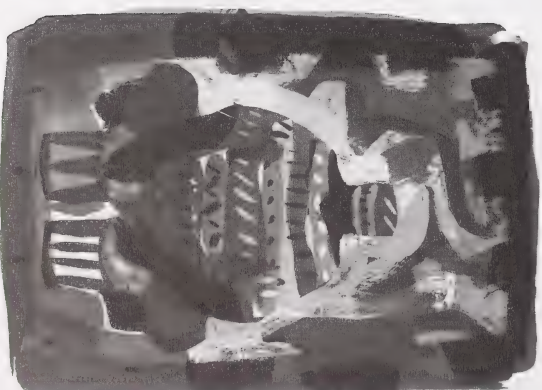
Do you know the rhyme that begins, "To market, to market to buy a . . ." ? Say it for your home instructor.

Now read the African version of the rhyme silently.

A market is a place where people sell food, pottery, utensils, jewellery, and other objects. Have you ever been to a farmers' market?

4. In the rhyme, what did the African shopper buy?

Read the rhyme aloud. Listen for the rhythm and the rhymes.



The student will read the rhyme aloud to you.

“Bend a Wire”

Read the rhyme silently and aloud.

5. What nursery rhyme is “Bend a Wire” adapted from?

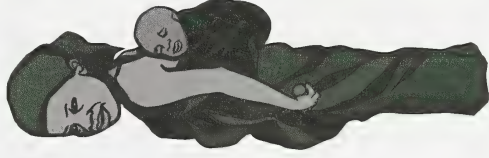
Skilled craftspeople live in every part of the world. They create pottery, jewellery, and artworks.

6. What did the African coppersmith design out of copper wire?

“Rock-a-Bye Baby”

Read the last rhyme silently and aloud.

7. What is the baby in this rhyme wrapped in? _____
8. Which of the African rhymes is your favourite?



Dictate the spelling words. See the Home Instructor's Guide for more information.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 3B. Do Assignment 13: Spelling Test.

Remember, you are expected to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

Handwriting

In today's lesson you will look carefully at some handwritten letters and tell whether the letters are written correctly.



9. Look carefully at each letter in the chart on the next page. Think about the way the letter begins, the slant, the size of the loops, and the way the letter ends.

In the Assignment Booklet you will write all the lower case letters. Then you will go back and judge your work.



Go to Assignment Booklet 3B. Do Assignment 14: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

A New Type of Poem

You'll learn about a new type of poem and think about some of the stories that you have read over the last weeks.

Read the poem below:

Maiden
 Quiet, thoughtful
 Carries out burned cinders
 Loses slipper, meets charming prince
 Happy!



10. Which fairy tale is the poem about? _____

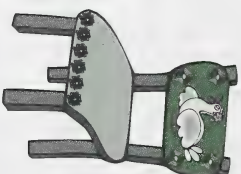
This type of poem is called a **cinquain** [sing' kăn] poem, named for the French word meaning five. Can you guess why? Tell your home instructor.

cinquain: a poem or verse of poetry that has five lines

If your student has difficulty understanding the significance of the five in *cinquain*, ask him or her to count the number of lines in the poem.

Here's another cinquain poem. Can you guess which tale it is about?

Wee Bear
Small and cranky!
Soon finds his chair broken.
Sleepy little girl so surprised!
Runs home!



11. This poem is about the tale called _____.

Cinquain poetry, like haiku, tells a story in a few words. It follows a pattern.

Write the lines from the Wee Bear poem. Think about the pattern.

12. Line 1: **character**

13. Line 2: **adjectives** (tell about the character)

14. Line 3: **phrase** (tells what happens)

15. Line 4: **phrase** (tells more about what happens)

16. Line 5: **adjective or action** (sums up the poem)

Read one more poem:

Rabbit,
Speedy and proud!
Racing the slow tortoise
Dreaming about a victory
Loses!



17. Which story is this poem about? _____

Did you notice that there is a pattern in the number of syllables in each line?
Look back at each cinquain.

18. How many syllables are in the first line in each poem? _____

19. How many syllables are in the second line in each poem? _____

Remind the student that the number of syllables can be determined by the number of vowel sounds heard.

The student will tell you about the pattern he or she perceives.

20. How many syllables are in the third line in each poem? _____

21. How many syllables are in the fourth line in each poem? _____

22. How many syllables are in the fifth line in each poem? _____

Do you see the pattern? Tell your home instructor.

Now it's your turn to try writing a cinquain poem.

Think about all the fables, fairy tales, pourquoi tales, and stories that you read in this module. Think about the tales that your home instructor read to you.

23. Which story was your favourite? _____



Use the ideas from your favourite story and complete the pattern to write your own cinquain poem.

Line 1: **character** (two syllables)

Line 2: **adjectives** that tell about the character (four syllables)

Line 3: **phrase** that tells what the character did (six syllables)

Line 4: **phrase** that tells what happens (eight syllables)

Line 5: an **adjective** or **action** that sums up the poem (two syllables)

Read your poem aloud to your home instructor. Are there any words or ideas that you would like to change?

Edit the lines you wrote. Check your spelling and punctuation. When you have made the corrections that you need to make, rewrite the poem in the Assignment Booklet. You will illustrate it too.

Because poems may not be written in complete sentences, punctuation is challenging. Assist the student with the punctuation.



Go to Assignment Booklet 3B. Do Assignment 15: Cinquain Poem.

Sharing Your Work

You have learned many things in this module. Look back at the work in your Writing Folder, Art Folder, Assignment Booklet, and Student Module Booklet.

You have worked on a world map; written a poem, a fairy tale, and a letter; tested bridge designs; taken photographs; and acted in a play.



It's time to share your work with your family. You may want to perform the play or read one of your poems, letters, stories, or reports. You may want to display your photographs and discuss what you learned about structures. Pick two examples of your work that you are especially proud of. Tell your family why you chose each example.



Go to Assignment Booklet 3B. Complete your Student Learning Log.

You may want to save the examples the student has chosen in a special folder or portfolio. Later in the year, you can use the samples to show your student how he or she has improved.

Story Time

Find a comfortable spot. Listen as your home instructor reads.

Looking Back

Today you had some fun with African rhymes and wrote a cinquain poem. Do you like working with poetry?

What activities did you like best in this part of the module? Is there anything you would like to learn more about?

Journal Entry

Complete the Home Instructor's Comments at the end of Assignment Booklet 3B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 3B to the teacher.

The student may respond to the questions or write about any topic that relates to the module's lessons.



Glossary

cinquain: a poem or verse of poetry that has five lines

kaross: a blanket made of animal skins used in southern Africa as a cape or mattress

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Module Summary

It's time to celebrate! You have completed another module. Way to go!

In this part of the module you learned how to

- use the sounds of y, consonant blends, digraphs, and syllables to help you read and spell words
- test bridge designs, materials, and joints
- make an abstract background for artwork
- write a friendly letter and a cinquain poem
- photograph structures
- read a play and act in it



